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ABSTRACT

The editors attempt to examine and abstract all locatable doctoral dissertations completed in the United States, Canada, and some European countries that pertain to the Pacific area. Specifically, these dissertations deal with American Samoa, Fiji, Guam, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), and Western Samoa. The dissertations focus significantly on public and private education at all school levels and on all school subjects. They deal with the work and influence of educational, scientific, and cultural agencies, individuals, and movements. Some dissertations which deal only marginally with education and learning are included when they seem to be of special relevance. (BZ)

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American Dissertations
on
Foreign Education
A Bibliography with Abstracts

edited by

Franklin Parker

and

Betty June Parker

Volume XVII

Pacific:
American Samoa, Fiji, Guam, Papua
New Guinea, Ryukyu Islands, Solomon
Islands, Tonga, Trust Territory of the
Pacific Islands (Micronesia), Tubuai
(French Polynesia), Western Samoa

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American Dissertations

on

Foreign Education

Pacific:
American Samoa, Fiji, Guam, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), Western Samoa

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To Professor George S. Noss
and Mrs. Marie Noss
of Berea College, Kentucky

PREFACE

This is the seventeenth volume of abstracts in the series, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION, compiled and edited by Franklin Parker, Center for Excellence in Education, Northern Arizona University, Flagstaff, and Betty June Parker, freelance bibliographer, who form a research and writing team. Volumes thus far in the series, all published by the Whitston Publishing Company, include:

Volume I: Canada (1971, 175 pp.)
Volume II: India (1972, 246 pp.)
Volume III: Japan (1972, 173 pp.)
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Volume VII: Korea (1976, 243 pp.)
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Volume X: Central America, West Indies, Caribbean, and Latin America (General) (1979, 620 pp.)
Volume XI: Pakistan and Bangladesh (1980, 360 pp.)
Volume XII: Iran and Iraq (1980, 412 pp.)
Volume XIII: Israel (1980, 448 pp.)
Volume XIV: Middle East: Arab Education, Bahrain, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria (1981, 468 pp.)
Volume XV: Thailand (1983, 929 pp.)
Volume XVI: Asia: South and Southeast (General): Afghanistan, Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Nepal, Singapore, Sri Lanka (Ceylon), Vietnam (North and South) (1985, 877 pp.)

Volume XVII: Pacific: American Samoa, Fiji, Guam Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), Western Samoa (1986, ???pp.)
Volume XVIII: Philippines (In Press)
Volume XIX: Australia and New Zealand (In Press)

The editors attempted to examine and abstract all locatable doctoral dissertations completed in the United States, Canada, and some European countries. The dissertations included bear significantly on public and private education at all school levels and on all school subjects. They deal with the work and influence of educational, scientific, and cultural agencies, individuals, and movements. Some dissertations which deal only marginally with education and learning are included when they seem to be of special relevance.

DISSERTATION ABSTRACTS INTERNATIONAL officials have graciously given permission to use abstracts from that source. Thanks are also due to the many university reference and inter library loan librarians who made dissertations available for study, and particularly to the many dissertation writers and their families who generously aided the editors in securing and correcting bibliographical data, abstracts, summaries, or tables of contents.

The expanded list of "Sources: Abbreviations Used in the Series" indicates part of the wide range of sources examined. Also examined were the over 100 subject pamphlets listing dissertations issued by Xerox University Microfilms, Inc. World coverage, in progress, includes the following countries and areas:

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Franklin and Betty June Parker
Center for Excellence in Education
Northern Arizona University
Flagstaff, Arizona 86011

January, 1986

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Cordasco & Covello	Francesco Cordasco and Leonard Covello, EDUCATIONAL SOCIOLOGY: A SUBJECT INDEX OF DOCTORAL DISSERTATIONS COMPLETED AT AMERICAN UNIVERSITIES, 1941-1963. New York: The Scarecrow Press, 1965.
Cruger	Doris M. Cruger (compiler), A LIST OF AMERICAN DOCTORAL DISSERTATIONS ON AFRICA (COVERING 1961/62 THROUGH 1964/65), FRANCE (COVERING 1933/34 THROUGH 1964/65), ITALY (COVERING 1933/34 THROUGH 1964/65). Ann Arbor: University Microfilm Library Service, 1967.
DAI	DISSERTATION ABSTRACTS INTERNATIONAL: Microfilm and/or xeroxed copy may be purchased by Xerox University Microfilm Order Number (use XUM Order No.) from Xerox University Microfilms, Inc., Ann Arbor, MI 48106, or phone toll free: 1-800-521-3042. Chronolo-ogy: MICROFILM ABSTRACTS, Volumes I-XI (1938-51); continued as DISSERTATION ABSTRACTS, Volumes XII-XXVI (1952-June, 1966); continued as DISSERTATION ABSTRACTS A: The Humanities and Social Sciences, and B: The Sciences and Engineering, Volumes XXVII-XXIX (July, 1966-June, 1969); continued as DISSERTATION ABSTRACTS INTERNATIONAL, Volume XXX- (July, 1969-), A and B as above.
Dossick	Jesse J. Dossick, DOCTORAL RESEARCH ON

	RUSSIA AND THE SOVIET UNION. New York: New York University Press, 1960.
Eells	Walter Crosby Eells, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION. Washington, D.C.: National Education Association, 1959.
GPCFT CONTRIBUTIONS	George Peabody College for Teachers, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
Gordon & Shulman	Leonard H. D. Gordon and Frank J. Shulman (compilers and editors), DOCTORAL DISSERTATIONS ON CHINA; A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES, 1945-1970. Seattle: University of Washington Press for the Association for Asian Studies, 1972.
Kuehl	Warren F. Kuehl, DISSERTATIONS IN HISTORY. Lexington: University of Kentucky Press, Volumes I, 1965; II, 1972.
Parker	Franklin Parker, LATIN AMERICAN EDUCATION RESEARCH: AN ANNOTATED BIBLIOGRAPHY OF 269 UNITED STATES DOCTORAL DISSERTATIONS. Austin: University of Texas Institute of Latin American Studies, 1964.
Selim	George Dimitri Selim, AMERICAN DOCTORAL DISSERTATIONS ON THE ARAB WORLD. Washington, D.C.: Library of Congress, 1970.
Shulman-ASIA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON SOUTH ASIA 1966-1970; AN ANNOTATED BIBLIOGRAPHY COVERING NORTH AMERICA, EUROPE, AND AUSTRALIA. Ann Arbor: Center for South and Southeast Asian Studies, University of Michigan, 1971.
Shulman-CHINA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON CHINA.

	1971-1973; A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES. Seattle: University of Washington Press, 1978.
Stucki	Curtis W. Stucki, AMERICAN DOCTORAL DISSERTATIONS ON ASIA, 1933-1962, INCLUDING APPENDIX OF MASTER'S THESES AT CORNELL UNIVERSITY. Ithaca, N.Y.: Cornell University Department of Asian Studies, 1963.
TCCU CONTRIBUTIONS	Teachers College, Columbia University, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
TCCU DIGESTS	Teachers College, Columbia University DIGESTS OF DISSERTATIONS. New York: Teachers College Library Reference Room.
UC, Berkeley	University of California, Berkeley, Library.

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1. AAMES, Jacqueline Snyder (Ph. D.). "The Role of Education in Affecting Changes in Attitudes and Values Toward Strategies of Elite Selection: Micronesia Under An American Administration." University of California, Santa Barbara, 1976. 368 pp. Source: DAI, XXXVII, 9A (March, 1977), 5910-A-5911-A. XUM Order No. 77-5232.

The method of elite selection and recruitment in a culture reflects important underlying values of the culture. Therefore, a change from one strategy of elite selection to another can be expected to show important value changes. The major hypothesis of this research was that when one culture comes under the political domination of another culture, the elite selection system of the colonized culture will be brought into conformity with that of the dominant culture through means of the educational system.

Another hypothesis was that elite selection values are such basic cultural values that those of the dominant culture are acquired very early by the colonized culture and are acquired independently and earlier than most other values of the dominant culture.

There are only two strategies of elite selection--sponsored mobility elite selection and contest mobility elite selection (Turner 1970). In a system of sponsored mobility the existing elites select the next generation of elites, for elite status can only be bestowed from above. By contrast, in a contest mobility

elite selection system elite status can only be won in an open contest and must be taken by the aspirant's own efforts.

Education and the educational system are the means of recruitment in a sponsored mobility elite selection system whereas they serve as the mechanism for teaching contest mobility attitudes and values in a contest mobility system.

The cultures that were considered to test the above hypotheses and others were the cultures of the Trust Territory of the Pacific Islands which have been administered by the United States Government since the closing months of the Second World War. One hundred and eighty-four Micronesians who were students at the University of Guam during the academic year 1974-1975 completed a 129 item interview-questionnaire which was designed to identify their elite selection attitudes and values. At the time of the American assumption of control, the Micronesian cultures had sponsored mobility elite selection systems. A comparison group which consisted of some members from all the cultures which had students enrolled at the University of Guam also completed the questionnaire.

The findings of the research show that Micronesians do hold contest mobility elite selection values which are similar to those of Americans. Among Micronesians acceptance of contest mobility values in part depends upon one's gender, rank in the traditional ranking systems, cultural group, and the order of one's birth in the nuclear family. Oldest sons are more likely to hold contest mobility attitudes than are later born males, while among females birth order is less predictive.

Males who are of the highest rank in their traditional social systems are more likely than other Micronesians of both genders to hold favorable attitudes about the traditional sponsored mobility elite selection systems. Female Micronesians are more likely to strongly reject traditional sponsored mobility elite selection than are males.

This research demonstrated that elite selection values are acquired from the dominant culture independently

of other acquired values, are acquired earlier than many other values, are acquired regardless of the traditional cultural views on elite selection, and are acquired through education and the educational system.

2. AGUON, Katherine Bordallo (Ph. D.). "The Use of Questions for Inquiry Development with Guided Self-Analysis by Elementary School Teachers on Guam." University of California, Berkeley, 1971. 110 pp. Source: Dissertation, pp. 94-97.

SUMMARY

Procedures

The purpose of the study was to investigate whether or not the clinical intervention of the Guided Self-Analysis approach will effect a change in the verbal questioning behavior of in-service elementary school teachers on Guam and lead them to use more leading and probing questions.

The sample consisted of fifty-eight in-service elementary teachers from ten elementary schools. They were randomly assigned to two groups, a control group which represented the methods course approach, and the experimental group which represented the experimental treatment of the Guided Self-Analysis.

The thirty teachers in the experimental group underwent the Guided Self-Analysis approach using the videotape recorder for feedback and a systematic self-coding scheme incorporating the criteria of the Guided Self-Analysis System for Professional Development. The twenty-eight teachers in the control group enrolled in the usual University of Guam methods course approach with emphasis on the use of questions for inquiry development. Both groups met once a week from September 1970 to February 1971.

Pre and post videotape analyses of the first twenty questions in a twenty-minute segment of a lesson were made for both groups using Parsons' category of questions.

Findings and Conclusions

The findings in the study supported the theory that the teacher who engages in an approach whereby he is able to obtain meaningful feedback into his teaching behavior is more likely to modify a particular behavior in terms of expected purposes.

Within the limitations imposed in this study, the statistical data appear to indicate that the Guided Self-Analysis group when compared to the control group with respect to the improvement in leading and probing questions was significantly different beyond the .01 alpha level. It was concluded that the inputs of the Guided Self-Analysis produced the significant behavioral changes that led the teachers in the experimental group to ask more leading and probing questions than the teachers in the control group.

The observations and reports of the teachers in the Guided Self-Analysis further supported the statistical findings in the study. Teachers stated that the videotaped lessons enabled them to examine the pattern and flow of classroom interaction. One subject commented that through the feedback and self-analysis, she identified some of the communication problems she had with her students. She revealed guilt findings about her use of inappropriate questioning patterns. Others noted the unpurposive interruptions made during the course of a discussion. Still, others expressed amazement in the capabilities in some of the students to engage in higher level thinking tasks, capabilities they did not readily detect in the beginning.

The observations of the researcher revealed, that at the beginning, the teachers were skeptical and often critical about the Guided Self-Analysis approach especially in the use of the videotape recorder. In the first two tapings, much of their attention was directed to their physical appearance and mannerisms in speech and gesture. As the study progressed, they increased in confidence and objectivity.

Katherine Bordallo Aguon

An interesting aspect in this study was the discovery by the researcher that a few of the older teachers in the Guided Self-Analysis group made profound efforts to attempt a change in what they termed "worthless recitation of ineffective questions." When queried about their questioning strategy before the study, one stated that she would ask the class to read certain pages silently or have one student read orally and ask basic questions from the readings.

The evidence does not conclusively indicate that the methods course approach is an inferior approach in the training of in-service or pre-service teachers. However, it is entirely possible that a self-analysis approach, using the videotape recorder will set the conditions that will enhance improved teacher behavior for local teachers. As was stated in Chapter I, Dr. James Cooper, a long-time teacher trainer on Guam, suggested further research into conditions that will enable Guamanian teachers to translate supervision provided to them in regular college classrooms into improved teaching behaviors. The findings of this research indicate that the self-analysis approach, using the videotape recorder for feedback together with a self-coding scheme, can contribute new concepts and insights into the training of in-service local teachers for professional development. Further, the findings may suggest to teacher trainers at the University of Guam to examine the present methods course offerings and provide the basis for modification that would enable local teachers to make a realistic assessment of their teaching behavior which would, in turn, render the student teachers more flexible and capable of adapting their behavior according to expected purposes.

3. ALLEN, Ross Roundy (Ed. D.). "Developing a Teacher Education Program at the Church College of Hawaii for Students from American Samoa, Western Samoa, and Tonga." University of Utah, 1962. 404 pp. Source: DAI, XXIV, 2 (August, 1963), 640. XUM Order No. 63-1370.

Ross Roundy Allen

I. BACKGROUND AND STATEMENT OF THE PROBLEM

The Church College of Hawaii is a part of the Pacific Schools System of The Church of Jesus Christ of Latter-Day Saints which includes elementary and secondary schools in Western Samoa, and secondary schools in American Samoa, Tonga, and New Zealand. A major objective of the college is to prepare teachers for these other schools from among citizens of those countries.

This system, with a generous scholarship program, occasioned a proportionately high ratio of students to enter the college from these areas. A teacher education program designed for certification in the United States was thought not necessarily the best program for students from these South Pacific areas, particularly the Samoas and Tonga, "developing" countries with agricultural economies.

Consequently, this study attempted to provide a sound basis for establishing a program of studies that would fit the cultural and educational backgrounds of students at the college from American Samoa, Western Samoa, and Tonga, who planned to return to their countries to teach.

The study attempted to locate, assemble, analyze, and interpret data concerning literacy, educational background, and cultural heritage of the countries involved; also the history, philosophy, organization, and financing of their schools. An effort was made to discover their certification and teacher training requirements, methods of instruction, and adequacy of school plants and facilities. The program at The Church College of Hawaii was then considered in the light of the findings to determine the type of modifications that should be made in the program.

II. METHODS

Written data directly connected with the topic was scarce; however, information was collected from numerous agencies who were concerned with the education of foreign students from other underdeveloped areas. Annual reports concerning education in each country were obtained through various governmental departments. An on-the-spot survey was organized for Western Samoa, American Samoa, and Tonga, and extended interviews were conducted with various educational and governmental leaders in each area. Observations were tape-recorded. Interviews also were conducted with the majority of the students at the college from each area. Finally, statistical information from the college records was tabulated and interpreted and achievement comparisons made between Samoans and Tongans, and the entire student body.

III. SUMMARY

Christian missionaries first started schools in each of the countries and continued to play a major role in the educational organization, especially in literacy in the vernacular and in providing secondary schools. Educational programs were limited by economic difficulties. In the level of elementary schooling, many teachers were inadequately educated and had very few facilities with which to teach. Permanent buildings were replacing the traditional thatched-roof variety, but not rapidly enough to overcome the increasing populations. Secondary education was limited by competitive examinations, to a select few, by philosophy and by lack of facilities. Salaries in each country were relatively low compared with other occupations, and a marked differential existed between expatriate and indigenous teachers.

There seemed no indication of imminent rapid change in these conditions, except in American Samoa where increased Congressional appropriations had promoted rapid change in school building programs, increase in facilities, and higher salaries.

In their academic achievement at the college, Samoan and Tongan students seemed to be declining in comparison with other students as the size of the school and the numbers of foreign students increased. This decline was noted in over-all grade point averages, and achievement in general requirements, particularly English.

IV. CONCLUSIONS AND RECOMMENDATIONS

It was concluded generally that the educational and cultural background of Samoan and Tongan students was sufficiently different from that of other students to warrant differences in educational requirements. A number of recommendations for revisions in the program were recommended.

4. ANTTILA, Elizabeth Kelley (Ph. D.). "A History of the People of the Trust Territory of the Pacific Islands and Their Education." University of Texas, 1965. 547 pp. Source: DAI, XXVI, 5 (November, 1965), 2574-2575. XUM Order No. 65-10,706.

The Trust Territory of the Pacific Islands includes the Mariana Islands, except Guam, the Eastern and Western Carolines, and the Marshalls. In prehistoric times, migrations pushed out from the Asian mainland to adjacent islands. Succeeding waves settled Melanesia, Micronesia, and, finally, Polynesia. Although their origin is not known with any certainty, studies indicate that Micronesians have a Malayo-Indonesian origin, that they very likely did not proceed through Melanesia, and that the last wave to pass through their islands was that of the Polynesians. Micronesian culture has been closely adapted to the environment both on high, volcanic islands and the low, coral atolls. Basic similarities can be noted. Their societies are characterized, in general, by ancient clan structures, often quite complex, and matrilineal inheritance. Traditional laws have governed land holdings, marriage, economics, the social structure, religion, and crafts, but all phases of their society have undergone change in contact times.

The first European nation to claim Micronesia was Spain because of early explorations but especially because of the spice trade, the determining of a sphere of influence, and the establishment of the Acapulco-Manila run for the galleons in 1565. Micronesia was little known or visited until the middle of the nineteenth century when New England whalers appeared in pursuit of the migrating sperm whale whose oil was in great demand. Traders and missionaries came in the wake of the whalers. The latter began the first systematized teaching of Micronesians in historic times. Spain largely ignored the foreign invaders until Germany attempted expansion into the islands. Spain's belated efforts to hold her empire failed. After the Spanish-American War in 1898, the United States took Guam and the Philippines. The remainder of Spain's Pacific holdings was sold to Germany.

During the Spanish period, little official attention was paid to educating Micronesians. The instruction that existed was handled by a few priests and Protestant missionaries from Boston, mainly interested in Christianizing.

The German period is one of trade. Trading companies were authorized as local governmental agencies. As long as the natives were peaceful and supplied the trade items, they were left to their own ways. Only in the Marianas did the German government manifest interest in erecting schools. Elsewhere, what education existed was handled by missionaries who were neither encouraged nor discouraged.

In 1914, when World War I compelled Germany to concentrate her forces in Europe, Japan moved into the Pacific islands. In time, Japan secured them as Mandates under the League of Nations. Until World War II, Japan endeavored to incorporate Micronesia into the Greater East Asia Co-Prosperity sphere. Micronesians were trained in three years of elementary school, although the schools were far from universal. Education consisted of the Japanese language, largely oral, basic arithmetic, ethics, and manual arts. At the discretion of the local education official, an additional two-year course might be offered above the elementary level at district administration centers. Beyond that, a few students might aspire to the highest education in the Mandate--the Woodworkers Apprentice School on Koror. All education was free, co-educational, and followed a central plan. The teachers were Japanese, and taught in Japanese, but were sometimes assisted by natives serving largely as interpreters.

The American occupation of Micronesia began in 1944. The former Japanese Mandate was administered by the United States Navy, first under military and then under civilian administration. The Trust Territory of

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the Pacific Islands, under the United Nations Charter and the United States administration, came into being in 1947. In 1951, it passed from the Navy Department to the Department of Interior.

The United States policy under the Charter agreement was to direct the Territory toward eventual self-determination or independence. To that end, Micronesians were trained as quickly as possible to replace American personnel. The Territory was closed to American investors or settlers. The school program was designed on the basis of a six-year elementary school for all; a three-year intermediate school for a selected few in each district; and one Territory high school for especially capable intermediate-school graduates.

In 1961-62, drastic policy changes occurred in Trust Territory administration. The educational program became the financial responsibility of the Territory government, English became the official medium of instruction in all schools, a large number of elementary teachers were imported from the United States, and American capital was invited to invest in the Territory.

B

5. BALDAUF, Richard Birge, Jr. (Ph. D.). "Relationships Between Overt and Covert Acculturation in American Samoa." University of Hawaii, 1975. 153 pp. Source: DAI, XXXVII, 1A (July, 1976), 419-A. XUM Order No. 76-16,429.

The purpose of this study was to explore the number and nature of the relationships between overt and covert acculturation when each of these areas was defined by multiple criteria.

A review of the literature on acculturation suggested five possible approaches to defining ways in which acculturation occurs and thus indicating the nature of the overt-covert relationship. These five approaches to acculturation are briefly described as follows:

1. ENCAPSULATION suggests only limited material change with no behavioral or covert change occurring.

2. The COMPARTMENTAL approach accepts aspects of material change, with change in behaviors and values directly related to those necessary for material change.

3. The DEVELOPMENTAL approach posits rapid overt acculturation accompanied by less rapid covert acculturation, which creates dissonance within the areas of behaviors and values and often leads to mental health problems.

4. The SITUATIONAL approach suggests that bicultural individuals are able to hold and appropriately use a variety of behaviors and values without psychological stress.

5. The MODERN MAN approach assumes that rapid acculturation takes place nearly simultaneously at the overt and covert levels.

Based on these approaches, variables were selected which theoretically related to either overt or covert acculturation. For overt change, variables were chosen which represented types of exposure and defined aspects of behavior. For covert acculturation variables were chosen which were related to values and attitudes. A distinction was made between conceptual and operational values in order to test the theory that conceptual values are more strongly related to overt acculturation than operational values.

The subjects were a sample of 208 12th grade high school students from American Samoa. These students were selected because they represented one of the most intact cross-sectional groups in American Samoa with exposure to both the Samoan enculturation and the western acculturation processes. By selecting only one grade, age and number of years of education were controlled making it possible to examine other sources of variation without confounding.

The existence of a relationship between overt and covert acculturation has failed to be confirmed in most previous studies. This failure may have been due to the lack of reliability for the measures used. With this in mind, initial attention was directed to the construction of psychometrically sound scales, and later to the selection of appropriate variables.

A canonical variate analysis was performed on 19 overt and 10 covert acculturation variables, and three significant ($p < .01$) canonical relationships were found. To confirm the generalizability of these results, the data was randomly divided and cross-validated for the first four canonical components. The first overt component and all four covert components attained the necessary correlational levels to indicate cross-validation.

An examination of the first four covert components loadings revealed that operational values on the average explained more of the variance than conceptual values did. These results, which were contrary to previous findings, were explained in terms of different types of measures used, differences in the samples, and differences in the type of contact situation.

Finally, the nature of the canonical components was examined. Two of the four components were found to be related to the MODERN MAN and the ENCAPSULATION approaches as predicted. However, an examination of the component loadings suggested an alternative explanation, that being the amount and type of contact is directly related to the amount of acculturation which occurred. This finding may be due to the fact that the subjects were young people involved in the enculturation process. Another factor in the differences found may be that Samoan culture is adept at allowing change to occur within its overall framework.

6. BALLENDORF, Dirk Anthony (Ph. D.). "The Development of a Regional Plan for the North Africa, Near East, Asia and Pacific Region of the Peace Corps." Harvard University, 1973. 53 pp. Source: DAI, XXXIV, 2A (August, 1973), 524-A. XUM Order No. 73-18,224.

The title of this thesis project is: The Development of a Regional Plan for the North Africa, Near East, Asia and Pacific Region of the Peace Corps. The task called for the organization and allocation of all the Peace Corps' resources for the sixteen countries in the NANEAP Region.

Using some of the experience, discipline methodologies, and models of planning already available, the development of a Regional plan was undertaken using the following procedure:

1. Grouping the countries in the Region under general models of underdevelopment, and also through the use of the Harbison-Meyers Composite Scale of Development.

2. Gathering historical data on the Peace Corps' operations over the ten-year history of the agency in order that programming and operational trends could be observed.

3. Analyzing the trends and projecting strength overseas over the next three years.

4. Categorizing Peace Corps Volunteers by program area and by role function overseas.

5. Indicating appropriate approaches to the training of Peace Corps Volunteers in order to operate within the roles and programs.

6. Assigning budgets according to the government fiscal years which are involved.

Country-specific information was provided for each country in the Region. Seventy-eight percent of all Peace Corps activities in NANEAP countries are in the field of education; consequently the Regional Plan is essentially a plan for the allocation of educational (human) resources.

The planning document contained in the final report is not definitive or exhaustive, but rather is the beginning step in a planning process which is new for the agency on a Regional basis.

Its utility lies in the introduction of a management tool which will enable those responsible for the Region to identify common problems, capabilities, and procedures, and thereby conceive new strategies which will allocate resources more relevantly, effectively, and efficiently. This initial planning step has been adopted by the NANEAP Region and accepted by the Director of the Peace Corps.

7. BROWN, Harold Eugene (Ph. D.). "The Story of Education in Lutheran Mission and the Evangelical Lutheran Church of New Guinea: 1886-1970." Ohio State University, 1972. 232 pp. Source: DAI, XXXIII, 4A (October, 1972), 1470-A. XUM Order No. 72-26,983.

The purpose of this dissertation is to describe the historical development of education in Lutheran Mission and the Evangelical Lutheran Church of New Guinea, in order to show how the Lutherans dealt with the need for providing schools for their people in New Guinea as they attempted to produce literate people to establish and maintain a vital church organization. The emphasis is on the changing character of Lutheran education as the leaders attempted to care for the needs of an emerging people. It is shown that after World War II the governing authority took a much greater interest in education in New Guinea and as a result the character of Lutheran education was influenced by external forces.

It is an established fact that in most, if not all, of the emerging nations there are limited funds to be devoted to educational development. As a result of financial shortages, there is a conflict between the need for universal primary education and the need to produce an educated elite. It seems that any of the younger nations will find it to its advantage to achieve a proper balance between these two requirements within its educational system because this will lead, not only, to an emphasis on the ultimate worth of each individual but also will be of utmost value to the development of the whole society.

This study deals with the Lutherans' attempt to provide such a balanced system of education in one of the developing countries. It consists of an historical survey of their educational efforts, showing especially how in later years they conducted schools in English for the elite and also continued to use the vernaculars as well as the *lingua franca*, Pidgin, in an attempt to provide education for many children who had no opportunity for attending English schools. The paper is concluded with the results of a survey administered for the purpose of comparing the attitudes of students being educated in English schools with those receiving their education in Pidgin institutions.

The four hypotheses which appear to be established by the assembled evidence are:

1. That the present educational program of the Lutheran Church and Mission in northeast New Guinea is the result of a long adaptive process and a continuing examination of the needs of the indigenous people.

2. That the chief aim of Lutheran sponsored education in New Guinea has been a universal one--at first to produce literate persons and now to produce persons who can function adequately in the current New Guinea social order, especially as leaders in an indigenous church but also as workers in other

occupations.

3. That the character and methods of Lutheran education have recently been influenced by the government's emphasis on the production of an educated elite to provide for political and economic leadership.

4. That the church's approach to education provides for an equitable balance between universal primary education and the creation of an elite.

8. BURROUGHS, Orval Neal (Ed. D.). "A Study of the Evaluation, Development, and Refinement of Criteria for an Advanced Vocational Education Program in the Mariana Islands of Micronesia." Texas Tech University, 1972. 168 pp. Source: DAI, XXXIII, 6A (December, 1972), 2828-A-2829-A. XUM Order No. 72-32,042.

Statement of the Problem

The investigation posed two main problems:

1. Research failed to discover any criteria for evaluating vocational education programs in emerging societies.
2. Existing Micronesian programs in occupational education had never been evaluated by use of standards.

Purpose of the Study

The purpose of the study was to develop and refine criteria suitable for use in evaluating advanced vocational education programs in the Mariana Islands.

Procedures

The major concern of the study was the development and refinement of criteria for use in evaluating occupational education programs in the Mariana Islands. Since the lines of communication into and within the Trust Territory were not dependable, a Jury of Experts on occupational education was assembled to assist in developing and refining standards for use in the evaluation of Micronesian Occupational Education Programs.

A set of tentative criteria, developed by research of the literature, was sent to the Jury of 20 consultants composed as follows:

1. Deans of Colleges of Education, leading State Universities (5).

2. Heads of Vocational Education Departments, State Universities and Colleges (5).

3. Vocational Education Specialists, State Departments of Education (6).

4. Senior Officials, Vocational Education Departments, Federal Agencies (4).

Packets of background materials were furnished the jurors to assure that definitive criteria would represent the needs of the population served by the vocational education programs being evaluated by use of the standards.

Findings

1. Synthesis of jury critiques achieved standards superior to those which might have been developed by other means available.

2. Definitive criteria were fashioned to permit quantitative evaluation of individual standard-statements.

3. Results of field test of tentative criteria made by qualified personnel of the United States Office of Education were considered in definitive

standards achieved.

4. Consensus of Jury was that all youth in Micronesia should receive occupational training or be encouraged to complete some study rendering them of definite value to their society.

Conclusions

1. Contributions by jurymen were vital to development of criteria of value to this study and to vocational education programs of Micronesia.

2. All administrative districts of Micronesia except Yap have populations needing specialized courses in Advanced Vocational Education.

3. Distances between islands have resulted in communications so faulty and expensive that all phases of life are impaired: social, educational, political, and economic.

Recommendations

1. The United States Office of Education and the High Commissioner staffs in the Trust Territory should evaluate the findings of this study and make whatever utilization they deem appropriate.

2. Analyses of Population Needs and Job-Market availabilities should be made for each administrative district of Micronesia.

3. Emergency programs for secondary school construction should be initiated to assure availability of space for all eligible students in Micronesia.

4. Land Use Programs should be organized to assure production of foods and other items needed for improved living conditions in Micronesian communities.

5. Studies of ethnic changes within Micronesian societies should be made to determine acculturation developments resulting from wartime traumas, invasions, population migrations, and from changing

economic, political, and social conditions.

9. BYBEE, Dennis Leon (Ph. D.). "A Study of Adult Functional Competency Among Entering Freshmen, Juniors, and Seniors of Department of Defense Dependents Schools in the Pacific Region." Michigan State University, 1979. 258 pp. Source: DAI, XL, 9A (March, 1980), 4845-A-4846-A. XUM Order No. 8005090.

The purpose of this study was to obtain, analyze, and evaluate data relevant to functional literacy among high school students of Department of Defense Dependents Schools (DODDS) in the Pacific Region.

Functional literacy was studied in terms of the Adult Performance Level (APL) Project definition, which describes adult functional competency as having a set of skills and being able to apply them in the context of adult-life situations.

Adult functional competency levels, as measured by performance on The High School APL Survey (HS-1), were determined for 1,049 entering freshmen, 509 juniors, and 501 seniors among 11 high schools managed by DODDS for dependents of United States government personnel stationed on military bases in Korea, Mainland Japan, Okinawa, and the Republic of the Philippines.

Major findings on comparison and statistical analysis of differences in performance levels among the study groups as well as between junior or senior study groups and comparable national norm groups seem to support the following general conclusions:

1. Juniors and seniors among DODDS high schools in the Pacific Region ARE APPARENTLY AS ABLE AS THEIR COUNTERPARTS IN THE UNITED STATES to utilize abil-

ities to identify facts and terms, read, write, compute, and solve problems characteristic of everyday adult-life situations both generally and according to the following five content areas:

   a. Community Resources.
   b. Occupational Knowledge.
   c. Health.
   d. Government and Law.
   e. Consumer Economics.

2. At the end of their school year, seniors among DODDS high schools in the Pacific Region ARE APPARENTLY BETTER PREPARED TO FUNCTION AS ADULTS IN EVERYDAY-LIFE SITUATIONS than are entering freshmen.

3. In their preparation for adult daily living:

   a. Entering freshmen, while not as well prepared as juniors or seniors, ARE APPARENTLY BETTER PREPARED THAN WOULD HAVE BEEN EXPECTED to handle tasks involving Problem Solving skills and to deal with topics in Health and Government & Law.

   b. Juniors, while not as well prepared as seniors, ARE APPARENTLY BETTER PREPARED THAN WOULD HAVE BEEN EXPECTED to handle tasks volving Problem Solving skills and in dealing with topics in Health.

   c. Seniors ARE APPARENTLY BETTER THAN WOULD HAVE BEEN EXPECTED in terms of tasks involving Reading, Computation, and Problem Solving skills and in regard to topics in the area of Health.

   d. NEITHER freshmen, juniors, or seniors ARE APPARENTLY AS WELL PREPARED AS THEY COULD BE to handle tasks involving Identification of Facts and Terms or to deal with topics involving Occupational Knowledge.

   e. Juniors and seniors ARE APPARENTLY BETTER PRE-

PARED GENERALLY THAN WOULD HAVE BEEN EXPECTED.

4. As many as 16 percent of the seniors attending DODDS-Pacific high schools may have BELOW AVERAGE PREPARATION to perform tasks associated with everyday adult-life situations; and, in terms of the adult performance level (APL) definition of adult functional competency, this group can be expected to function with minimal success in adult life.

Assuming that schools, communities, parents, and educators may want to address the issue of adult functional competency development through schooling, there are several implications for program development that are suggested by this research. First, program development efforts among DODDS high schools in the Pacific should begin with the basic premise that current programs are adequate in many respects. Second, it should be recognized that observed differences in adult functional competency levels among freshmen and seniors may not be in proportion to the emphasis these schools have placed on key requirements in the minimum curriculum. Third, remedial programs should be instituted for as many as 16 percent of DODDS-Pacific high school students.

C

10. CALDWELL, Mary Sue (Ed. D.). "A History of the Guam Public Library System, 1947-1975." Western University, 1977. 265 pp. Source: DAI, XXXVIII, 10A (April, 1978), 5771-A-5772-A. XUM ORDER

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No. 7804237.

This historical study ascertained that, between the years of 1902 and 1941, there were libraries on Guam which served the local civilian population. Early library development on Guam (prior to 1947) did not seem to have followed the same pattern of development as libraries in the United States. This may have been due, in part, to the individuals responsible for the two library movements on Guam. The Guam Public Library System and its predecessors were established by individuals from the continental United States, where libraries had already undergone a developmental process. Thus, the library on Guam seems to have been imposed rather than allowed to evolve. Since 1949, the Guam Public Library System has gradually grown and developed, which means there have been changes in library materials (books, records, microforms, etc.), facilities, personnel, hours of operation, and financial support. Growth and development were affected by the economical, geographical, political, and sociological factors. These factors were identified and analyzed in the study.

The one major economic factor which most positively affected the growth and development of the Guam Public Library System was the fiscal appropriation represented by the annual budget. Geographic factors identified in the study as having affected the library growth and development included geographical isolation from the United States mainland and the island's geographically isolated villages. The hot and humid climate of Guam also affected the growth and development of the library system.

The library originally was established as a part of the Department of Education, and this political factor was identified as having negatively influenced the growth and development of the library. Five years later, when the library was established as a separate agency within the Government of Guam, the Guam Public Library System began to grow and develop. A second political factor affecting the growth and development of the library was identified in the fact that the system is governed by a board of directors, appointed by the Governor of Guam with the consent of the Legislature. The name of the Guam Public Library System and its status as a depository for federal government and Guam government documents were also politically derived, as they are both attributed to the Guam Legislature.

Sociological factors which positively influenced the growth and development of the Guam Public Library System included two individuals, identified as Lucile Woelfl and Marion Brown, and three groups: the Los Angeles Times Charities, the Assistance League of Southern California, and the United States Navy. Another sociological factor affecting the growth and development of the library was that its services were expanded to meet the needs of the farmers of Guam, blind individuals, inmates of the penitentiary, residents of the juvenile home, hospital patients, and children on Guam. A third sociological factor was identified in the promotional activities, such as social teas, an open house, and an art display, which were held in the library.

Currently the Guam Public Library System operates its program from five permanent library facilities and a bookmobile. The library continues to meet present needs and is planning to meet future needs with an additional branch library in Yona and a new central library in Agana.

The historical study eventuated in some conclusions and recommendations which may benefit those persons charged with planning the future of library services on Guam.

11. CALDWELL, Michael Frederick (Ph. D.). "A History of the Development of Special Education in the United States Trust Territory of the Pacific Islands, 1967-1977." Michigan State University, 1979. 203 pp. Source: DAI, XL, 7A (January, 1980), 3945-A-3946-A. XUM Order No. 8001513.

Michael Frederick Caldwell

Through this study it was shown that, before 1967, there was no indication of any effort to provide special education service in the United States Trust Territory of the Pacific Islands. The development of special education service in the Trust Territory was determined to be the direct result of the inclusion of the Trust Territory in United States federal legislation relating to the handicapped. Since 1967, special education growth and development in the Trust Territory have been directly related to the availability of federal funds from the U.S. Department of Health, Education, and Welfare.

In this study, growth and development of special education were described and analyzed within the framework of three general topological areas. These areas were: administration and planning; service delivery, training, curriculum, and materials-development activity; and legislative, judicial, and other activities related to special education development.

In relation to administration and planning, it was found that the centralized structure of the Trust Territory's formal education system was a factor contributing to the initial development of a centralized special education administration and planning model. Support for this approach was found in international guidelines for special education development, recommendations for developing special education in an area similar to the Trust Territory, and in the ability of such a model to respond to United States special education legislation. Weaknesses in the centralized administration and planning model were shown to be related to the fact that it lacked the capability to deal with the area's possible future political fragmentation; to its strong basis in formal education and, relatedly, a failure to recognize the existence of nonformal education in the area; and to its heavy reliance on importing a foreign service model as opposed to developing a model that might relate more strongly to environmental factors within the area.

The analysis of service delivery, training, curriculum, and materials-development activity was reflective of the early special education program's commitment to providing special education service within regular classrooms. In this regard, the training emphasis was on preparing all teachers to meet the needs of mildly handicapped children. This commitment was consistently evident throughout the entire period under study. This commitment represented a strength, in that it allowed for special education training, curriculum, and materials development to benefit handicapped and nonhandicapped children. Also, the concept of integrating handicapped children into regular classes was and continues to be supported by international guidelines, as well as by United States federal legislation. Weaknesses in the service delivery, training, curriculum, and materials-development activity area rest in its emphasis on formal education at the expense of failing to recognize nonformal education.

The analysis of the third general topological area (legislative, judicial, and other activities related to special education) highlighted several significant problem areas. A compulsory education law was established for the area, but the law allowed for the possible exclusion of the handicapped. Area-wide legislation for the handicapped was passed, but the responsibility for fiscal resources for its implementation was left to the United States government.

This historical study culminated in some conclusions and recommendations that may benefit those persons charged with planning the future of special education in the Trust Territory and in similar developing areas.

12. CHAO, M. John Paul Ming-Hua (Ph. D.). "Socio-Cultural Change in Rewa, Fiji." Catholic University of America, 1980. 568 pp. Source: DAI, XLI, 3A (September, 1980), 1118-A. XUM Order No. 8018804.

This study explores the historical and contemporary dynamics of socio-cultural changes in the Rewa so-

ciety regarding its economic system, social organization, and religion. It aims to examine the phenomena of change in terms of Robert Redfield's theoretical model of the "technical order" and "moral order" interactions. As the few previous anthropological investigations in Fiji were synchronic studies of remote and slow-changing communities, this research seeks also to further our current knowledge of the rural areas which are undergoing rapid urbanization.

The fieldwork involved an intensive study of a Rewa village, situated about twenty-five miles northeast of Suva, Fiji's capital, for a period of two years. The primary methods of data-collection were those of participant observation and in-depth interviewing. Other research tools included a ranking technique for measuring local statuses, the life-experiences with the city, and a sentence completion test which elicited attitude statements regarding certain ideas and concepts. Cassette tapes and color slides supplemented the written recordings. The documentary research involved collecting data from published sources (such as journals of missionaries and traders, colonial administrative reports, historical works, and archaeological studies); documents from the Fiji central and provincial governmental offices; and church records.

The findings of this study generally confirm Redfield's theoretical proposals that the integrity of the moral order in society are functions of isolation and a slow rate of the technical order growth; and that urbanization which brings about moral order breakdowns also leads to the rebirth of a wider moral order with greater potential power and creativeness.

The extent of the recent socio-cultural changes in Rewa are found to be quite significant. The demographic pressures, small size of arable land, and urban job opportunities have led to large-scale urban migration and urban employment. The general trends of change indicate a rapid movement toward individualistic production and planning, wide-range adoption of imported goods, impersonalization of exchange, serious weakening of the traditional systems of authority, social control, organization, and ranking, decline in the adherence to both traditional and Christian religious

practices, secularization of medicine and education, questioning of the well-established beliefs and moral norms, and rise in number and variety of social problems. Meanwhile, however, a wider moral order is emerging, which crosses over territorial and ethnic boundaries, due also to the rapid urbanization process. The development of a greater moral creativeness among the reflective urban elites has brought about political innovations, which aim to fashion a multi-ethnic national society of peace and unity. Among the rural Rewans, there are also signs of moral awakening through urban religious movements.

The findings of this study will be useful for those who participate in development planning and programs in Fiji as well as those who work for, or concerned with, the future well-being (economic, social, educational, or spiritual) of the people of this young nation.

13. CHAPMAN, Murray Thomas (Ph. D.). "Population Movement in Tribal Society: The Case of Duidui and Pichahila, British Solomon Islands." University of Washington, 1970. 293 pp. Source: DAI, XXXI, 10B (April, 1971), 6054-B. XUM Order No. 71-8471.

This study is an exploratory investigation of population movement in tribal society from the standpoint of the village. The two propositions were: That non-economic considerations are far more significant than has often been recognized in migration research, particularly in non-Western societies; and that, in a process as complex and dynamic as a people's mobility, single-factor explanations are simplistic distortions of reality.

The detailed information necessary to test these hypotheses was obtained during twelve months' fieldwork in a coast (Duidui) and a peripheral bush (Pichahila) community on the south coast of Guadalcanal, British Solomon Islands Protectorate. Quantitative information derives from a sociological census of 331 individuals (Duidui 221; Pichahila 110); a daily register of every move of more than 24 hours' duration over a 10-month period (total: 1,478); a two-year record of absences for schooling and wage-labor; marriage histories; and selected migrant life-histories. The strategy of the micro-study also reflected the further aim to elucidate the groupings implicit in field data rather than inject them into categories predefined on the basis of Euro-American materials.

Three kinds of population movement were identified: shifts in village locations, generally in a bush to coastward direction; moves by the younger and able-bodied, both single and married, of at least 14 days' duration but seldom for more than one year; and short-term, mainly familial moves of a highly spontaneous nature, usually for less than eight days.

To examine why villagers are so conspicuously mobile, a distinction was made between an individual's objectives (the activities pursued or intended to be pursued through movement) and the underlying reasons for his departure at the particular moment in question. Four months were abstracted from the population register and the 162 different objectives contained in travellers' statements grouped into nine objective-clusters: relatives/kinsmen, return home, gardening, general visiting, work/church, schooling, administrative, medical and other. Upon further collapse, goals that pre-date European contact were found to explain movement four times as frequently as those that are post-contact.

The structure of the people's mobility is almost entirely circular, a fact that is not surprising given the prevalence of pre-contact objectives and the corollary that these manifest the enduring ties to one's home village. The movement of tribesmen is consequently a closed or near-closed system anchored to the local community, compared with the mainly open systems found in Euro-American societies where individuals or families shift successively from one domicile to another. In turn, this contention is demonstrated through the development of an inductive model of tribal mobility as circulation, based upon three case studies of a 'big man,' an adult married male and a young single female. It was found that a progressive diminution in the area traversed by selected tribal movers reflects a steady decrease in the number of circulations made and the combinations of roles thereby fulfilled.

This study confirmed the original hypotheses and underlined some wider implications. First, the tactic of the micro-study, rather than being an exercise in the unique or the exotic as so often happens in human geography, permits the detailed scrutiny of processes concerned with human existence (here, mobility) but demands a range of techniques culled from a number of disciplines. Second, patterns of mobility--in this case circulation--may be common to a variety of cultural contexts articulated within different kinds of society (for example: tribal, peasant and Euro-American). Third, future research into why people move requires greater precision in deciphering the logical links embedded within the constellation of interrelated variables that account for this process. In particular, migration analyses should specify upon which of three levels--objective, normative and psycho-social--they focus and the information contained in movers' statements and fieldworkers' observations should not be considered equivalent.

14. CLARK, William Fenton (Ph. D.). "Population, Agriculture and Urbanization in the Kingdom of Tonga." Michigan State University, 1975. 207 pp. Source: DAI, XXXVI, 9A (March, 1976), 6305-A. XUM Order No. 76-5534.

Prior to this investigation it was believed that alterations in the population profile and agricultural economy of Tonga have resulted in a growing social, economic and nutritional instability throughout the Kingdom. Natural population increase and internal migration have contributed to the urbanization of approximately fifty percent of the nation's total population. Increases in population are also noted to be accompanied by subsequent increases in pressure upon available agricultural acreage, resulting in a growing number of a landless agrarian populace. In addition, increases in the cash income of those Tongan farmers who enjoy secure land tenure have been accompanied by increases in migration to urban areas and absentee landholding. It was hypothesized that these demographic and economic shifts result in a a continuation of rapid urbanization and a subsequent growing malnutrition among the urban population. In addition, it was proposed that the increase of cash cropping replacing traditional subsistence agriculture has resulted in a reduction of domestic foodstuff production in ratio to total population requirements and a subsequent dependency upon imported foodstuffs. Demographically, continued urbanization was perceived to be strongly correlated with undernourishment and malnutrition.

Field investigations supported the above contentions. Increases in the absolute total of agricultural production have been nullified by population growth. In addition, growing landlessness (due to population growth and the mismanagement of the national land system), absentee landholding and the status ascribed to food imports have hastened a reduction in domestic food production. Examination of preschool children conclusively showed that alterations in dietary quality correlated with urbanization have resulted in retarded physical development. Continued alterations in the demographic and economic structure of Tonga are perceived to be a critical factor in all future private and governmental planning.

15. COCKRUM, Emmett Erston (Ph. D.). "The Emergence of Modern Micronesia." University of Colorado, 1970. 570 pp. Source: DAI, XXXI, 9A (March, 1971), 4665-A-4666-A. XUM Order No. 71-5878.

Micronesia became known to Europeans with the landing of Magellan on Guam in 1521, and over a period of the next few centuries, Micronesia became acquainted with the white man's diseases, the use of iron, and, in a haphazard way, his religion and bits of his culture. By the end of the Nineteenth Century, a regular trade of copra for trade goods had been established, European and Japanese merchants vying for the trade. Christianity was established in varying degrees throughout the islands.

After a brief period of German ownership, Micronesia was seized in 1914 by Japan (League of Nations Mandate 1919-1935) who brought to the islands a modern economy, a burgeoning sugar industry, a thriving deep sea fishing industry, mining for phosphate and bauxite, the trochus industry, canneries, and plantations. To support these industries, Japan eventually brought to the islands over 100,000 Asian immigrants, chiefly Okinawans and Koreans. While Japan did not fortify the islands until the eve of World War II, there is no doubt that she considered them a connecting link to other areas of greater importance.

After initial spectacular successes in World War II, the Japanese military machine ground to a halt, to be steadily chopped to bits by the American forces. The Central Pacific Campaign, commanded by Admiral Nimitz, seized in turn, the Gilberts, the Marshalls, the Marianas, and part of the Palaus, bypassing the rest of the islands and using the Marianas as a bomber base against the Japanese mainland.

The islanders were treated as liberated persons rather than enemy nationals, and generally received the Americans with enthusiasm. Relief was given in the form of food, medical aid, and assistance in constructing shelter. Unencumbered by enemy personnel, the Marshallese quickly returned to a self-support subsistence economy, supplemented by a money income from copra and handicraft. The Marianas problem was complicated by the presence of thousands of enemy personnel, both military and civilian.

With the cessation of hostilities, all Asian peoples were deported from the islands to their homes of origin, and the United States Navy took over island rule. A paternalistic government gave the islanders schools, churches, public health, hospitals, and permitted the slow development of semidemocratic rule at municipal and district levels.

In 1951, the Trust Territory was transferred to the Department of Interior, Navy rule being replaced by a civilian government. In 1961, the Kennedy Administration laid stress on the immediate upgrading of all programs in the Trust Territory to bring the Micronesians rapidly into the mainstream of the Twentieth Century. United States subsidies to the Territory were tripled in one year, and crash programs were introduced in education, public health, social and political advancement, and the providing of new economic opportunities for the islanders.

Every district now has a democratically elected government and a Congress of Micronesia legislates for the Territory. Public health statistics are better than those of the Indian Service. English has emerged as the general language for the islands, and an educated elite is rapidly developing.

Only in the economic field has the effort lagged. Micronesia remains a land of poor resources despite efforts to improve agriculture, introduce new crops, and develop such new industries as tourism. Japan once again dominates the economic field, and will continue to do so.

Micronesia is slowly developing a political consciousness and in 1969, after a long debate, defeated the arguments of the pro-annexationist Marianans, to request a state in free association with the United States. It is unlikely that Micronesia will ever become fully independent, since her economy will continue to demand heavy subsidies, and the island resources will never match her demands. Only by affiliation with a super-state can she maintain the status quo.

16. COLLETTA, Nat Joseph (Ph. D.). "American Schools for

Nat Joseph Colletta

the Natives of Ponape: A Case Study of the Role
of Education in the Development of Cultural
Character Among the Ponapeans of Micronesia."
Michigan State University, 1972. 363 pp.
Source: DAI, XXXIII, 9A (March, 1973), 4666-A-
4667-A. XUM Order No. 73-5350.

Problem

The purpose of this study is to provide a case analysis of the role of education in the process of cultural character change among the Ponapeans of Micronesia.

Procedures

Viewing education in the broader context of enculturation and non-school, as well as school learning, three methodological techniques were employed. In the first section, historical reconstruction and participant observation were used to give a brief ethnological picture of the Ponapean people; to examine and describe the process of indigenous education or enculturation; and to relate the history of cultural contact and the evolution of formal schooling on Ponape. In the second section, which applies the system as a unit of analysis, the methods of participant observation, the application of theoretical literature, and local statistical records were employed to look at the dysfunctional elementary school system; the bureaucratic monocultural high school; and the more general relationship between schooling and social class formation on Ponape. The third section relies heavily on data obtained through intensive interviewing to:

1. Establish an adult view of the schooling process.
2. To compare four random samples of similar aged Ponapeans, who have had varying exposure to the urban environment of the District Center and who have participated at different levels of formal

schooling.

This was done in order to establish patterns of cultural character change in relation to the amount of schooling and the degree of exposure to urban life. The final section provides an overview of the intersystemic conflict which results when the Ponapean family, the alien American school and the urban enviromment meet as divergent agents of socialization. This section makes several conclusions and recommendations for program design and future research.

Findings

1. Indigenous Ponapean education is primarily moral, technical, and conservative in nature, leaving little room for the development of a self separate from the collective cultural identity.

2. The major effect of formal schooling prior to the American era was to reinforce the traditional social structure and rote cognitive style, while inducing an element of cultural inferiority among the Ponapeans.

3. The American elementary school system, although relatively dysfunctional, has continued to induce cultural inferiority into the Ponapeans. At the same time it breaks the unitary sphere of influence and activity of the family, thus introducing the notion of a school character in the role of student. This character is separate from and in conflict with that which was socialized in the family.

4. The major impact of the high school years and the urban exposure has been to transmit the alien norms and aspirations of freedom, equality, conservation of time and goods, individualism, and consumerism, while bureaucratically reinforcing the traditional patterns of hierarchical authority, submissiveness, and a rote cognitive style. Because of the failure to educate for critical reflection and free choice, patterns of youth marginality are evolving in direct relation to individual participation in formal school and ex-

posure to urban life. It seems that although urbanization is a necessary variable in the degree of systemic marginality, both the amount of urban exposure and the level of formal schooling combine to determine movement from the traditional Ponapean to the alien American system.

5. Ponape is presently moving from a feudal to a class society, with education playing a key role in the allocation of this new social class status. The Ponapeans, because of their proportionately smaller participation in the schools are coming out on the bottom of this new social order.

6. Ponapean parents are in general conflict over the desirability of schooling. They fully approve of the more visible material gains schooling can bring, yet they dislike seeing their children moving away from them in terms of world view and value orientation.

7. Time in system, commitment to the system, acceptance by the system, cognitive style adaptability (relational vs. analytical), and incidence of success in the system seem to be the key elements determining the degree of systemic marginality, or capacity for biculturality of Ponapean youth.

8. The American formal school system in its failure to instill independent critical thinking, while structurally reinforcing an indigenous rote relational cognitive style and transmitting alien aspirations of freedom, etc., has promulgated a status of marginality for most Ponapean youth, rather than performing the liberating function necessary for free choice or for the fusion of cultures in the formation of a new cultural character.

Recommendations

1. The data from this case should be applied in the construction of cross-culturally equivalent instruments for empirically measuring some of the "suggested" variables and "implied" causal rela-

tions of this study in an endeavor to further understand the culture change process.

2. A number of field techniques should be employed and modified in order to better fit the Ponapean cultural idiosyncracies.

3. To attend to the problems of education and youth marginality, inter-generational conflict, and cultural discontinuity on Ponape, it is suggested that at least two significant structural changes be made on Ponape. First, the introduction of a reconstructed community school emphasizing skill training, an inquiring mind, and community participation of students, parents, and teachers. Second, it is suggested that quality primary education may be preferable to token universal education and that the use of non-school educational schemes such as youth mobilization be made as a substitute or alternative program to universal, compulsory education.

4. Finally, a number of areas of future research are delineated. First, much work is needed on the concept of cognitive style, the organization or structural socialization of such phenomena, and the general conditions for bi-culturality and/or levels of marginality and alienation as a result of inter-systemic, inter-cultural/structural socialization. Second, further research is needed in the investigation and design of non-school educational alternatives and their encumbent interface relationship to the formal schools. Third, questions of selection and accreditation (credibility) of varying modes of education must be investigated to legitimate any such structural innovations. Finally and most important, a dialogue on what quality education for Micronesia should be has to be undertaken by the Micronesians and Ponapeans themselves, for ultimately they alone must determine and take the responsibility for the kind of education they need for the kind of society they want to live in.

17. COOK, Barbara Ellen (Ph. D.). "Na Kai Kandavu: A

Barbara Ellen Cook

Study of Bilingualism, Acculturation, and Kinship in the Fiji Islands." Stanford University, 1975. 248 pp. Source: DAI, XXXV, 12A, Part 1 (June, 1975), 7454-A-7455-A. XUM Order No. 75-13,502.

The concern of this thesis is the relationship between bilingualism, acculturation, and kinship among the people of Namuana and Namalata villages, Kandavu, Fiji, and the members of those villages who have migrated to the urban area of Suva on the main island of Viti Levu, Fiji.

The material is presented in two sections. The first section gives a description and comparison of the demographic, social structural, and sociolinguistic characteristics of the rural and urban Kandavan communities studied. The second section presents the theoretical model of the thesis and applies this model to the domain of kinship.

Chapter II describes the rural villages in terms of subsistence type, basic demographic features, and social organization. Emphasis is placed on a cross-generational shift in village marriage patterns in which a trend toward village endogamy in former times is contrasted with a strong tendency toward village exogamy in current marriages. It is also suggested that analyses of Fijian household composition in terms of traditional family types may be misleading and an alternative method of analysis, combining the developmental cycle approach with a structural definition, is proposed.

Chapter III presents a parallel description of the community of migrants in Suva. Certain of the social structural characteristics of the rural community were not present--specifically, subsistence agriculture, spatial patterns, and a kin-based social organization. Analysis of urban marriage patterns indicates that they are making more distant marriages than villagers. While the rural current generation is marrying outside the immediate village area, they are still marrying other Kandavans; the urban migrants are marrying outside the Kandavan community.

Chapter IV deals with the rural villages and the urban migrants as speech communities. General patterns of language use are discussed. Language usage is found to be an important marker of social identity. The major contrast between the village and the urban speech communities is that the former is a face-to-face community and the latter is not. In the village community, the local dialect is the medium of day-to-day communication and language choice is limited to village dialect versus Mbauan standard and is dictated primarily by formality of setting. In Suva, Mbauan standard is the medium of communication in the wider community and the urban Kandavan is constantly faced with a choice among village dialect, Mbauan standard, and English and his decision is based on both personnel and on setting.

An investigation of the sociometric choices of the urban sample indicates that the migrants' social relationships are concentrated within the urban Kandavan speech community. There is some indication that voluntary associations are becoming important to the social interaction networks of the younger urban man.

The data on the language attitudes of the urban migrants indicated that Mbauan and English have high prestige, but not to the detriment of the village dialect. Competence in the village dialect is an important marker of village identity and use of the village dialect is obligatory in interaction with other villagers.

In Chapter V a cognitive model of culture is proposed. It is suggested that the processes underlying acculturation are structurally and dynamically analogous to those of bilingualism and that acculturation can be viewed as a confrontation of cognitive systems in the acculturating bilingual individual.

Chapter VI applies the model to the domain of kinship. Following a discussion of sources of variation in kinship terminologies, sets of kin terms elicited from twenty-two informants are analyzed in terms of lexical variation and the effect of such variation on the principles of ordering within the domain.

18. CRANK, Jeanne Linsdell (Ph. D.). "Samoa Tomorrow: Developing a System of Appropriate and Effective Public Administration in American Samoa; the Challenge of Finding a Workable Synthesis Between Native and Western Traditions, Concepts, and Leadership Practices." Golden Gate University, 1981. 202 pp. Source: DAI, XLII, 4A (October, 1981), 1784-A. XUM Order No. 8120792.

This dissertation examines the current state of affairs in American Samoa and develops a plan for appropriate and effective public administration there.

American Samoa's administrative structure has undergone major changes in recent years. For the first time in the seventy-seven years since the United States took possession of American Samoa, Samoans have elected their own governor. As American Samoans progress toward self-government, little comparable progress is being made toward economic or administrative self-sufficiency. The areas needing immediate improvement are fiscal responsibility, personnel development, and central leadership.

A potential solution to the American Samoa government's financial management weakness is a twofold strategy. The first is to create a new Department of Budget and Finance, and the second is to strengthen an already existing department, the Territorial Audit Office. These undertakings could be the first step in developing a sound, practical, and meaningful budget control and financial reporting system.

The government of American Samoa suffers from an unskilled and untrained labor force. There are major problems in the recruitment and retention of professional, qualified government workers. To help solve this labor force weakness, the government's Personnel Department needs to be revitalized with renewed goals and objectives. It must develop the means to recruit and maintain an effective work force, and it should develop and administer a constructive personnel department and training program which will gradually ensure that all positions in the government are filled by individuals whose qualifications meet the requirements of their respective positions. I propose two basic models for recruiting and selecting such qualified individuals: the Quadrant model and the Intergovernmental Personnel Act Mobility Assignment model. The primary characteristic of these models is that they enable qualified individuals to serve in the American Samoa government for a limited period of time. These individuals' purpose will be to solve existing fiscal and management problems, as well as to train Samoans for managerial roles.

I also propose that the National Academy of Public Administration become the central authority for administering a five-year plan. The five-year training program will involve the hiring of eighteen full-time trainers, working in two teams of nine individuals each. The Budget Team will be responsible for creating an efficient Department of Budget and Finance, while the Personnel Team will handle the Personnel Department's reorganization. These teams will work in American Samoa and deal directly with increasing American Samoa's fiscal responsibility and personnel development. So that change will not be excessively disruptive, these teams will be operating within a plan which progresses through three stages: exploratory, transition, and operational.

To understand the Samoan bureaucracy, one must first understand the Samoan people and their culture. Therefore, this dissertation describes these Polynesian people, their setting, and their social structure. The traditional means of administering family and tribal decisions are explained. The development of a workable synthesis of the old and the new is a challenge because of Samoa's unique blend of native customs and western practices. American Samoans residing on the islands find it difficult to relate fully to twentieth-century notions. They feel conflict between traditional customs and contemporary ways.

This research encompassed an examination of United States and American Samoan government documents, interviews on the mainland, and fieldwork in American Samoa. Discussions were held with governmental officials, including the governor and lieutenant governor, with business leaders, and with local nationals

19. CRESPI, Alberta R. (Ph. D.). "Secondary School Teachers in the Territories and Possessions of the United States." Fordham University, 1942. 320 pp. Source: Eells, p. 6; and Dissertation, pp. 246-251.

Recommendations

1. The problem of improving educational conditions in the areas included in this study is basically a financial one. Every recommendation that can be made requires expenditures that the individual areas cannot meet. The aid of the Federal government is needed. The aim should be to develop local resources so that each area may become a self-supporting, self-directing unit. In the interim, financial assistance should be given where needed to equalize educational opportunities. This has been the procedure in some of the areas; it should be employed in all.

2. Research into conditions in the territories and outlying possessions of the United States has been meager and inadequate, conducted spasmodically and under many different auspices. There is need of one central bureau to have charge of this work in all the areas.

3. It is desirable to recruit the teaching corps largely from those trained in the locality. The areas in this study present complex social, economic, ethnic, and cultural problems, best understood by the native teacher. Of course, the stimulus of some teachers from outside is needed as well. In the separate areas, facilities for the preservice training of teachers vary greatly. In Guam, the Virgin Islands, and the Canal Zone colored schools, there are no local facilities of this sort. For the Canal Zone colored schools, the La Boca Training School for teachers should be continued. In the Virgin Islands, Guam, and American Samoa the establishment of local normal schools or colleges is not feasible because of economic conditions. There the solution seems to be financial aid to needy students. This would permit those from the Virgin Islands to study at the University of Puerto Rico or at colleges in the United States, and those from Guam and American Samoa to complete their education in the universities in the Philippine Islands or the United States. In the areas where there are local institutions for training teachers, surveys are needed to examine into the efficiency of these institutions.

4. There should be greater opportunities to study while teaching. Suggested provisions for all the areas are sabbatical leave and salary increments for study. In the poorer areas, financial assistance should be given the teacher. This is being done in the Virgin Islands, but on too small a scale.

5. The high teaching load found in this study is evidence of overcrowding, not conducive to efficient teaching. The remedy, of course, is to increase the size of the teaching staffs, equipments, etc.

6. The section of this study dealing with subject combinations indicates the need of a curriculum better adapted to local needs.

7. A study of the statutes, regulations, and prac-

tices governing teacher status suggests the following:

a. In every area, the minimum requirement for appointment should be four years of college and twelve to fifteen semester hours' work in education.

b. There should be no discrimination agains the retention of women teachers who marry after appointment. Neither public policy, practice in other professions, or legal decisions sanction such discrimination.

c. Each area should have a salary schedule, preferably with minimum and maximum salaries, annual increments for extra qualifications, and equal pay for men and women. School officials, teachers, and public benefit from efficient salary scheduling. Planned salaries aid the budgeting of school costs, prevent friction about salaries, especially likely to occur when men and women do not receive equal pay for equal work, attract able teachers, and remove one occasion for political interference with the schools.

d. The principle of tenure, now operative in the Canal Zone, the Philippine Islands, Puerto Rico, and Hawaii, should be extended to all the areas. Tenure, more than any other single factor, has raised teaching to the dignity of a profession. By it, the competent teacher is protected against unjust discharge for personal or political reasons. Without it, fear due to economic insecurity threatens teaching efficiency. Only the school system where tenure exists can hope to attract and retain the best teachers.

e. Only four areas, the Canal Zone, Hawaii, the Philippine Islands, and Puerto Rico have pension and retirement systems for teachers. Similar legislation is needed in the other areas. Today, as never before, communities are recognizing the importance of providing for old age security in the form of pensions. There is no reason for excepting teachers from this general rule. A pension and retirement system, established by law, is an aid to both teachers and administrators. By it, the decision as to when a teacher should retire is made on an impersonal basis with greater likelihood of justice being done to both teacher and school system. To ensure the payment of pensions, every pension system should be on an actuarial basis.

20. CRUZ, Franklin Sablan (Ed. D.). "The Attitudes of Students Toward the Social, Political, and Economic Development of Guam." Western Michigan University, 1979.. 230 pp. Source: DAI, XL, 2A (August, 1979), 566-A-567-A. XUM Order No. 7917829.

The social, political, and economic development of the territory of Guam has been described as phenomenal, particularly since the end of World War II. The island's rapid transition from a family-centered society to a cosmopolitan community has brought many developmental changes and some attendant problems. No systematic attempt has been made to determine how these changes have affected the values and beliefs of the people. The present study was an attempt to answer the question: "What are the perceptions of Guamanians toward development of Guam?" Therefore, the study had a twofold purpose:

1. To describe certain conditions relating to the social, political, and economic development of Guam.

2. To determine the attitudes of students toward specific facets of Guam's development.

To guide the researcher, a set of six hypotheses was formulated relative to each of the three developmental areas. The one-way analysis of variance was chosen as the technique for testing the hypotheses to determine differences in the social, political, and economic orientations among groups of students.

A total of 269 senior students, or approximately 22 percent of the entire island's public high school population, comprised the study sample. It was speculated that the study sample was closely representative of the people of Guam because of the island's relatively young population, and one in which youngsters generally reflect the values of the home environment.

Data were collected through the use of a survey questionnaire which was specifically developed for the study, utilizing instruments from previous studies by Broadbent (1970), Leon Guerrero (1972), and van der Poel (1973). The data analysis results consisted of:

1. Frequency distributions of the personal and demographic characteristics of respondents.
2. Measures of central tendency for group responses to individual items and for each cluster of items pertaining to each belief dimension.
3. Findings of the one-way analysis of variance tests.

The results of the one-way analysis of variance revealed statistically significant values in 11 instances. The major findings were:

1. Southern district students were more supportive of education than were the students from the Northern and Central districts of Guam.
2. "White" students tend to be the least achievement-oriented among five groups with different racial backgrounds.
3. Students with mothers at a higher level of education were more achievement-oriented than those from mothers with a lower educational level.

4. Students from families considered Republican were more task-oriented than those from either Independent or Democrat-affiliated families.

5. Central district students were more authoritarian-oriented than were those from the Southern and Northern districts.

6. "White" students were the most future-oriented among students from five different racial backgrounds.

7. Students from independent-affiliated families were the most future-oriented, while those from Democrat-affiliated families were the least future-oriented.

8. Female students were more fair-play oriented than were male students.

9. "White" students were the most fair-play oriented and the Chamorro students were the least fair-play oriented among five groups with varied racial backgrounds.

10. Students whose fathers had a higher level of education were more fair-play oriented than those with fathers at a lower level of educational attainment.

11. Students from families with the lowest income level tend to be non-fair play oriented, while students from families with the highest income level were the most fair-play oriented.

In summary, the findings of the present study revealed that students generally expressed positive attitudes toward certain developmental factors and toward their adaptability to changing conditions. The findings did provide insights which should motivate decision makers to plan and to develop sound, culturally-sensitive policies to promote the optimal social, political, and economic development of the territory of Guam.

21. CURRIE, Alexander Shand (Ed. D.). "Strategies for

Alexander Shand Currie

Seventh-Day Adventist Theological Education in the South Pacific Islands." Andrews University, 1977. 377 pp. Source: DAI, XXXVIII, 6A (December, 1977), 3394-A-3395-A. XUM Order No. 77-27,573.

Problem

Theological education is an important concern of the Seventh Day Adventist Church in the South Pacific Islands. Current concerns include ascertaining the best type of theological education for the Adventist Church in this region; determining cultural influence on curriculum; designing a model for the coordination of theological education in Oceania; outlining alternative three-year diploma and four-year bachelor's-degree curricula; and offering recommendations for the development of Adventist ministerial education in Oceania. The purpose of this study was to present strategies that may assist the Seventh-Day Adventist Church to find possible solutions to these concerns.

Method

This study utilizes the historical, descriptive, and developmental methods.

Conclusions

The study arrived at the following conclusions:

1. Until the early 1970's, Adventist theological education kept abreast academically with most other Protestant denominations.

2. To keep pace with academic developments, a degree in theology needs implementing.

3. Some indigenous persons will require advanced theological education overseas.

4. Plans and policies should be implemented so mini-

sterial students can learn to cope with new societal demands and situations.

5. Degree training needs to be centralized.

6. Theological training should be academically equivalent with other professional studies so the ministry cannot be considered an irrelevant and unimportant profession.

7. A balance should be maintained between theory and practice, faith and action, and study and work.

8. Courses should concentrate less on Western academic curricula and more on practical skills and professional studies.

9. Schools need to provide married students' accommodations.

10. Fulton College may be the best institution to commence degree-level training.

11. The content of model three of the diploma-curriculum outlines is favored by the researcher.

12. Of the bachelor-degree curriculums outlined, model eight, with its emphasis on practical-professional studies is favored by the researcher.

13. Theological educators have the greatest impact and influence on students.

14. The Adventist Church should not rely upon vernacular training schools for its ministry.

15. Degree-level training that provides an understanding of urban problems, marriage and family life, and youth ministry is essential.

16. Training should prepare men for pastoral-evangelistic ministry.

Alexander Shand Currie

Recommendations

Recommendations arising from the study were:

1. Establish an Inter-Union Educational Coordinating Committee to locate a degree-awarding training center and implement a coordinating master-plan.
2. Introduce a Bachelor of Theology degree.
3. Include Third World theological educators on the proposed training staff.
4. Educate three indigenous ministers on the graduate-level annually.
5. Replace expatriate staff with educated indigenous personnel.
6. Provide accommodation for married students.
7. Raise prerequisite, educational entrance levels to lay training schools, and graduate students with a Certificate of Theology.
8. Alter Fulton College prerequisite levels.
9. Alter Sonoma College prerequisite levels.
10. Commence theological extension classes.
11. Develop continuing theological-education programs for field personnel.
12. Contextualize theological curriculum.
13. Support cultural values in curricular content and methods.
14. Conduct a needs assessment.
15. Involve students in concurrent field education.
16. Seek accreditation of proposed curricula with the Association of Seventh-Day Adventist Colleges.

Alexander Shand Currie

17. Apply for non-accredited membership in local associations of theological schools for Fulton and Sonoma Colleges.

D

22. DAYRIT, Ruben Serrano (Ed. D.). "Competency Bases for an Agricultural Education Program for the College of Micronesia." Oklahoma State University, 1980. 139 pp. Source: DAI, XLII, 1A (July, 1981), 59-A. XUM Order No. 8113305.

Scope and Method of Study

This study attempted to identify certain professional competency needs of prospective Micronesian vocational agriculture teachers and agricultural extension agents for the purpose of developing a pre-service agricultural education curriculum designed to meet those competency needs. Another dimension of the study was to obtain information on administrative policies and practices common among agricultural education departments of different colleges and universities in the United States which might prove valuable in the administration of the planned agricultural education program at the College of Micronesia.

The data for the study were collected through the use of self-administered questionnaires. Responses on competency need statements were rated on the basis of pre-established criteria for determining the relative importance of each competency to the pre-service training needs of vocational agriculture teachers and extension agents. The competency mean responses were calculated, rated and ranked accordingly. The responses from the agricultural education administrators were used to establish consensus of opinions regarding the common policies and practices in agricultural education administration.

Findings and Conclusions

All the competencies listed on the questionnaires were considered as important to the pre-service training needs of Micronesian vocational agriculture teachers and extension agents. The teacher competencies which received high ratings were in the area of classroom teaching performance, instructional planning, evaluation, and professional improvement. The extension agent competencies which were ranked highly were in the area of public relations, field extension work, extension program planning, and program evaluation. The responses from the agricultural education administrators presented useful information relative to the staff and administration of a four-year, agricultural education program in higher education.

23. DOODY, Leonore Marie Cecily Gutierrez (Ed. D.). "Perceived Locus of Control, Dogmatism, and Academic Discipline Preference of Female and Male Graduate Students of Varied Race." University of Houston, 1980. 390 pp. Source: DAI, XLI, 5B (November, 1980), 1970-B-1971-B. XUM Order No. 8027002.

The proposition that societal prescriptions and proscriptions predicated upon race and sex influence perception of locus of control, dogmatism, and academic discipline preference constituted the focus of this study. The major question of the investigation was: Can any intern subset(s) defined by race or sex be distinguished on the basis of the concepts, perceived locus of control, dogmatism, and academic discipline choice?

Leonore Marie Cecily Gutierrez Doody

The population of this study was drawn from interns in the Teacher Corps program, a two-year preparation experience leading to teacher certification and a master's degree. Its 264 members were from projects in 39 states, the District of Columbia, Guam, and Puerto Rico. Constituting the sample were 224 American participants of both sexes and the Afro, Asian, Hispanic, Native, and White races.

Scores on both perceived locus of control and dogmatism variables were obtained from the Opinion Scale, developed by Kleiber, Veldman, and Menaker (1973) after Rotter (1966) and Rokeach (1956). The disciplines specified were mathematics/science, liberal arts, engineering, education and business.

To address specified allegations of race- and sex-based differences, six manifolds were examined: sets of subsamples based upon:

1. Race.
2. Sex.
3. Race partitioned by sex.
4. The presence or absence of Whiteness.
5. The interaction of sex with the White/non-White category.
6. A priori attribution, contingent upon race and sex, of the degree of power that a person potentially wielded in society.

The three categories of the last-named partition were non-White females; non-White males and White females; and White males. Tests used in the analysis of data included univariate ANOVA, discriminant analysis, and canonical correlation analysis.

Major conclusions reached were these:

1. When differences in dogmatism, locus of control, and discipline choice were examined by race and sex, race, per se, was almost 20 times as powerful a determiner as sex. Within races, being White made the greatest difference on these characteristics.

2. Caucasian and Hispanic participants perceived less

external control than Black participants.

3. Caucasians were less dogmatic than Hispanics or Blacks.

4. Caucasian males were least dogmatic, non-Caucasian males and Caucasian females when combined were next, and non-Caucasian females, most dogmatic.

5. Males were more likely than females to select mathematics/science.

6. Blacks were more interested in mathematics/science than Caucasians. Black males showed a considerably greater predilection for mathematics/science than Black females, Caucasian females, or Caucasian males.

7. Blacks and Caucasians exhibited a greater preference for liberal arts than Native Americans.

8. Hispanics differed in general from Native Americans on discipline preference. Hispanics had a greater preference for liberal arts and math/science; lesser, for business and education.

9. When two characteristics were simultaneously considered, Black males were more dogmatic and selected math/science more often than Hispanic females or males.

10. When two characteristics were simultaneously considered, male Hispanics were more dogmatic and perceived more external control than Caucasian males. The male Hispanics were more dogmatic but perceived less external control than Caucasian females.

11. When two characteristics were simultaneously considered, non-Caucasian females perceived more external control and chose math/science less frequently than non-Caucasian males. Non-Caucasian females differed in general from non-Caucasian males on discipline preference; females tended to choose liberal arts, business, and education more frequently than males.

Edward Lee Duckrow

24. DUCKROW, Edward Lee (Ph. D.). "Culturally Attributable Interactions Between a Stateside Science Teacher and Chamorro Students on Guam." University of Illinois at Urbana-Champaign, 1980. 384 pp. Source: DAI, XLI, 11A (May, 1981), 4635-A. XUM Order No. 8108496.

The following research is designed to illuminate certain major educational issues on Guam specifically those involving science classroom interactions between secondary students and teachers by providing a rationale for these interactions. At the onset it is important to recognize that Guam's public science education program is unique in that nearly all of our secondary science teachers are non-Chamorro, while most of the secondary students are Chamorro and have been raised on Guam. The significance this difference in cultural perspective has is great in terms of the quality of science instruction and education in general. However, its implications for science curriculum development and improvements is of major interest to this researcher.

Hence, there are fundamentally two sets of cultural perspectives to be explored in this study of a science classroom. One set involves the teaching-learning operation from the perspective of the Chamorro student. This student enters the school with a particular world view and set of phenomenological experiences, while operating within his own logical cultural framework. Similarly, the stateside or off-island teacher often enters the school with a second set of experiences and cultural perspectives. This often exists in conjunction with a teacher mission utilizing a teaching methodology and philosophy developed in the States that by nature demands student and teacher play radically new roles in the classroom.

Guam, as the rest of Micronesia, is in an area of the world which has been rapidly undergoing cultural

change under the influence of the American educational institution. However, in order to comprehend the nature of the change and the inevitable areas of "conflict" and "resistance" that arise in change, one must become familiar with the background of both the Chamorro student and the Stateside science teacher, each of whom exhibits their own values and attitudes.

The primary question addressed is, then: What are the culturally attributable interactions between the stateside teacher and Chamorro students? Utilizing a free flowing literary style, classroom dialogues and personal interviews are analyzed in the naturalistic tradition. There is no "testing" of hypothesis, as such, but rather the attempt is made here to provide a basis for providing discussions, raising questions and formulating hypotheses. Such hypotheses may, indeed, be subsequently tested using other more appropriate research methodologies by this or any other researcher.

Chapters I and II set the stage and provide a framework for understanding the history of the Chamorro vis a vis science education. Chapter III describes how scientific thought and science education have served as instruments of past cultural change in the West and discusses their effects on Guam. The nature of the present conflict between modern science teaching and traditional values and attitudes is delineated in Chapter IV. Chapters V and VI respectively deal with a description and discussion of a research paradigm which may be utilized to analyze and conceptualize such interaction and conflict in the classroom. Methodology and limitations of the research are elaborated upon in Chapter VI. Chapters VII and VIII respectively deal with presenting the classroom data in such a manner to best illustrate the American and Chamorro frames of reference. Finally, in Chapter IX these differing frames of reference are considered in light of research in cognitive styles. Also broad educational implications of the research are discussed.

E

25. EBBECK, Frederick Nicholas (Ph. D.). "An Examination of Selected Problems Associated with Primary Teacher Education in Papua and New Guinea Leading to Suggestions for Possible Redirection in Curriculum Planning." Michigan State University, 1970. 190 pp. Source: DAI, XXXI, 11A (May, 1971), 5902-A. XUM Order No. 71-11,823.

The purpose of this study is to advance recommendations which will lead to a possible redirection in curriculum planning in primary teacher education in Papua and New Guinea. A number of recommendations are made which identify specific areas the writer feels need some adjustment.

The study is essentially a descriptive, analytical, and, to some extent, a comparative one. It does not claim to be exhaustive in its treatment of all problems associated with primary teacher education. It does, however, take into account the problems associated with the adaptation of curriculum content and teaching methods as they relate to the growth and development of the learner, his cultural background and its influence on his learning, modern educational technology and the latest thinking on curriculum construction, and national developmental policy for Papua and New Guinea.

In the absence of statistical data on either past programs or future policies, current programs have been studied in the light of past and present curricula; policy statements of the Papua and New Guinea Department of Education; and the writer's knowledge, which comes from personal involvement for ten years in teacher education in Papua and New Guinea.

Examples from selected UNESCO Reports and from selected

African countries in their quest for better teacher education preparation have been used to highlight similarities with Papua and New Guinea where they occur, and where they point toward possible solutions to problems raised. The thinking and current research of selected American educators in the field of curriculum development and improvement in teacher education have been utilized.

Recommendations for redirection of curriculum in primary teacher education in New Guinea include:

1. a. All programs of primary teacher education be of three years' duration, with the added third year becoming a year of internship.

   b. All students entering a primary teacher training program be allowed to choose between Infant teaching and Primary teaching.

   c. Student-teachers be encouraged to participate in the work of the various social organizations throughout New Guinea and receive credit towards certification for this work.

   d. Further exploring of the possibility of changing Departmental and Mission policy for selection and recruitment of New Guineans into the teaching service.

   e. Commencing a program in secondary schools on an elective basis to enable secondary school students interested in teaching and in people to participate as a teaching aide.

2. a. College programs cease attempting to prepare students for lower school teaching during the first year of the two-year program and for upper primary teaching during the second year.

   b. College programs aim to assist the student's General Education during the first year of the program and their Professional Education in the second year.

3. An interdisciplinary approach to course structure

be implemented.

4. College programs be presented in other ways than straight lecture methods.

5. Colleges explore the potential of a team-teaching approach to program organization.

6. College staff be encouraged to participate actively in the curricula of schools and in the in-service training of teachers.

7. College curricula to include more student experiencing of the affairs and aspirations of the developing New Guinea society in order to assist in deepening the student's observations and analysis of his society in meaningful terms of daily living.

8. Teachers colleges, in conjunction with the University of Papua and New Guinea, encourage research into child growth and development in New Guinea and the influences of traditional culture upon school and learning--such research to include a study of New Guinea folklore, songs, art and dance.

9. a. Colleges aim to encourage each student to experiment with various approaches to teaching, in order that a personal method of teaching will develop.

    b. Colleges to place less reliance on set methods and "college approved" lesson formats.

    c. Colleges aim to develop the student's skill in communication through improving his self-understanding, his understanding of his society, his oral and written ability, and his purpose in teaching.

The value of such a study is seen in the stimulus it could have on the staffs of the New Guinea teachers colleges to help them come to a better understanding of the principles of curriculum construction.

F

26. FALEALI'I, Logoleo Tele'a V. (Ed. D.). "A Study of the Attitudes of Public School Teachers Toward Instructional Television in American Samoa." University of the Pacific, 1976. 204 pp. Source: DAI, XXXVII, 4A (October, 1976), 1884-A-1885-A. XUM Order No. 76-22,321.

Purpose

The purpose of this study was to provide evidence of institutionalization of ITV in the public schools of American Samoa. According to Evans, attitudes of users of innovations, such as ITV, provide evidence of institutionalization. This study proposed, in congruence with Evans' theory, to survey the attitudes of public school teachers toward ITV in American Samoa.

Procedures

The descriptive method was used to conduct the investigation of teacher attitudes toward ITV. The research was limited to a survey of the attitudes of all elementary, secondary, and contract teachers in American Samoa. The questionnaire was designed to sample teacher attitudes toward four aspects of ITV: (A) ITV as an Instructional Medium, (B) ITV as a Teacher Training Medium, (C) ITV as a Threat to Classroom Teachers' Job Security, and (D) ITV as a Future Instructional Medium in American Samoa. The reliability coefficient for the questionnaire was .84. A return of 240 (68.6%) out of 350 questionnaires were usable for data treatment. The responses to the questionnaire items were analyzed through the use of frequencies and percentage distribution, mean scores, Pearson product-moment correlation coefficients, and analysis of variance with F ratios and t values for between-group effects on the eleven independent variables: teaching experience, inservice training, educational background, school assignment, subject assignment, social status (matai), district, sex, salary, administrative support, and age.

Conclusions

As a result of this study, the following conclusions were drawn:

1. No significant relationships existed between the attitudes of teachers toward any of the four aspects of ITV and the following variables:

    (a) teaching experience
    (b) subject area assignment
    (c) social status (matai)
    (d) sex
    (e) age

2. The attitudes of teachers toward ITV as an Instructional Medium were related significantly to the following variables:

    (a) inservice training
    (b) educational background
    (c) school assignment
    (d) salary
    (e) administrative support

3. The attitudes of teachers toward ITV as a Teacher Training Medium were related significantly to the following variables:

    (a) inservice training
    (b) educational background
    (c) school assignment
    (d) salary
    (e) administrative support

4. The attitudes of teachers toward ITV as a Threat to Classroom Teachers' Job Security were related significantly to the following variables:

    (a) inservice training
    (b) administrative support

5. The attitudes of teachers toward ITV as a Future Instructional Medium in American Samoa were related significantly to the following variables:

   (a) inservice training
   (b) geographic district
   (c) administrative support

6. The acceptance of ITV by elementary teachers could be a function of the following variables:

   (a) educational background
   (b) school assignment
   (c) salary
   (d) age

7. Classroom teachers in American Samoa generally accept ITV as an instructional medium and ITV as a teacher training medium; they do not see ITV as a threat to their employment security; and, they agree that ITV has potentials as a future instructional medium in American Samoa.

8. There is evidence to believe that ITV has been institutionalized in the elementary schools; ITV has not been institutionalized in the secondary schools.

Recommendations

1. The Department of Education (DOE) should insure the development of sound pre- and in-service training programs in the use of ITV and/or other instructional innovations.

2. Teachers with advanced educational background should be fully indoctrinated in the use of ITV.

3. DOE should continue to encourage the use of ITV in the elementary schools.

4. The less favorable responses from the Manu'a teachers suggest that the DOE should be more concerned about the impact of educational programs in that district.

5. A similar study should be conducted to further assess the attitudes of elementary teachers toward ITV and toward other innovations presently implemented at that level.

27. FINK, Theodore Ross (Ph. D.). "United States Naval Policies on Education in Dependent Areas." University of North Carolina, 1948. 290 pp. Source: Eells, p. 1; and UNIVERSITY OF NORTH CAROLINA RECORD, No. 464 (October, 1949), pp. 84-85.

The purpose of this study is to present the policies of the United States Navy Department with respect to education of dependent peoples in the many islands under naval jurisdiction. A study of the orders and directives affecting education which have been issued has been made. The study also deals with the educational growth made in the Islands of Guam, American Samoa, the Virgin Islands, and the former Japanese Mandated Islands now under the Navy's rule as the Trust Territory of the Pacific. An analysis of island education is shown in light of the policies expressed.

Certain conclusions were reached in the study:

1. No clear-cut policies regarding dependent education are evident.
2. Dependent peoples have little voice in their educational problems.
3. The English language is the basic language of instruction.
4. An Americanization program has tended to instill a Western culture rather than an indigenous one.
5. The curricula of the various islands is mainly academic.

6. No definite policy toward agricultural or vocational training is expressed.

7. Teacher-training has been a major problem.

8. Lack of finances has hampered the educational program in all of the islands.

28. FUNAKI, 'Inoke F. (Ph. D.). "The Relationship Between Self Concept and Academic Achievement of Tongan Students at Liahona High School, Tonga." Brigham Young University, 1975. 143 pp. Source: DAI, XXXVI, 7A (January, 1976), 4258-A. XUM Order No. 76-693.

The purpose of this study was to determine the relationships between the self concept and academic achievement of Tongan students at Liahona High School, Tonga. The self concept of ability was measured by the Maryland Self Concept as a Learner Scale (MSCLS) and the Brookover Self Concept of Ability Scale (BSCAS); academic achievement was indexed by GPA and the English and Tongan scores on the Higher Learning Examination (HLE).

Multiple linear regression was used for the statistical analysis of the data. The level of significance was set at .05. Fifty females and 43 males were included in the study.

It was found that:

1. Academic achievement was not significantly related to the perceived evaluation of significant others, namely of parents, of friends, and of teachers.

2. The linear combination of the self concept variables of both scales correlated substantially with academic achievement; the correlation was higher for the female Tongan students than the male Tongan students.

29. GUBBAY, John Albert (Ed. D.) "The Relationship between Self Esteem, General Anxiety, and Test Anxiety Among Fijian School Children in Grades Six Through Ten, and Mexican School Children in Grades Three Through Eight in Schools in Their Own Countries." Northern Illinois University, 1977. 145 pp. Source: DAI, XXXIX, 1A (July, 1978), 215-A-216-A. XUM Order No. 7811177.

The purpose of this study was to investigate the relationship between self esteem, general anxiety, and test anxiety of two distinct foreign populations. Those chosen were: 325 Fijians in grades 6 through 10, and 350 Mexicans in grades 3 through 8 in schools in their own countries.

Self esteem was measured by Coopersmith's Self Esteem Inventory (SEI), anxiety by Sarason's General Anxiety Scale for Children (GASC), and Test Anxiety Scale for Children (TASC).

The population was drawn from urban centers, private schools, and middle class background.

The Pearson-Product Moment coefficient of correlation was calculated for each appropriate set of data and the significance of difference between correlations was analyzed by using the Fisher z_r transformation. An analysis of variance and t-tests were conducted.

Findings pertaining to the Mexicans revealed:

1. A significant negative relationship between self esteem and general anxiety by total group, by sex, by grade (except for the 5th). Analysis by grade by sex revealed non-significant results (except 6th and 7th grade males). Differences between correlations by grade were not significant.

2. A negative and significant relationship between self esteem and test anxiety by total group, by sex, by grade (except for the 5th). Analysis by grade by sex revealed non-significant results (except for 6th and 7th grade males and for both sexes in grade eight). Differences between correlations by grade were not significant, except when comparing 7th to 8th grade.

3. A significant positive relationship between general anxiety and test anxiety by total group, by sex, by grade, and by grade by sex (except for both sexes in 4th grade, 5th grade males, and 7th grade females). Differences between correlations by grade were not significant except when comparing 5th to 6th grade.

Findings pertaining to the Fijians revealed:

1. A non-significant relationship between self esteem and general anxiety by total group, by sex, by grade, by grade by sex. Differences between correlations by grade were not significant.

2. A negative and significant relationship between self esteem and test anxiety for the total group, by sex (except for males), by grade (except for grades 7, 8, 9, and 10). Analysis by grade by sex revealed significant results only for females in grades 6, 8, and 10. Differences in correlations were not significant.

3. A positive and significant relationship between general anxiety and test anxiety by total group, by sex, by grade, and by grade by sex (except for 10th grade males). Differences in correlations by grade were not significant.

Findings pertaining to the comparison between the two populations revealed:

1. A higher self esteem for Mexican males (except for grade 7) and for Fijian females (except for grade 6). Analysis of variance results on the SEI revealed for the Mexicans significance for sex and the interaction, no significance by grade. Fijians had opposite results. On the SEI t-tests gave significant results for females in grades 7 and 8, and for all students in grades 7 and 8.

2. A higher general anxiety for females in both samples. Analysis of variance results were significant for grade and sex for both groups. The interaction was significant for the Mexicans; not for the Fijians. On the GASC t-tests gave significant results for 8th grade females and all 8th grade students.

3. A high test anxiety for Fijian males and for Mexican males (grades 6 and 7). Analysis of variance results were significant for the Mexicans; not for the Fijians. On the TASC t-tests were significant for all grades, both sexes, except for 8th grade males.

This study revealed a significant negative relationship between self esteem and anxiety for Mexicans but not for Fijians. Further areas of study revealed by this research are: comparison with American data, a further study with Fijian students, and inclusion of non-urban schools and different linguistic groups.

H

30. HASKINS, Mary Alice Fukuyama (Ph. D.). "An Analysis of Assertiveness and Self-Esteem of Asian/Pacific American College Students." Washington State University, 1981. 187 pp. Source: DAI, XLII, 5A (November, 1981), 2012-A. XUM Order No. 8122420.

The purpose of this study was to analyze the components of assertiveness and the construct of self-esteem in an Asian/Pacific (A/P) American college student population, and to formulate a culturally relevant assertiveness training group for A/P American students. Data were gathered on a large group basis through random sampling A/P American students by mailed questionnaires, and by a comparison survey of Causasian students, and on a small group basis with A/P American volunteer participants in an assertiveness training group. The College Self-Expression Scale (CSES) was used to measure assertiveness, the Rosenberg Self-Esteem Scale was used to measure global self-esteem in the survey respondents, and the Janis-Field Feelings of Inadequacy Scale was utilized to measure social self-esteem in group and workshop participants.

Significant differences were found in scores on the CSES between A/P American and Caucasian subjects ($p<0.01$), implying that there were differences in behavioral norms between groups. These differences were examined further by factor analyses of the CSES, which found that A/P American students responded more consistently to specific, situational components of assertion than Caucasian students. A possible interpretation of these results was that A/P American subjects were more sensitive to situational/behavioral components of assertion than Caucasian subjects. The factor analyses confirmed recent findings supporting the concept that assertiveness consists of components identified by specific behaviors, persons, and the situational context.

A post hoc statistical comparison of CSES subscales based on the most important factors for A/P Americans (those with eigenvalues greater than one) showed significant differences between A/P American and Caucasian American respondents on five out of ten subscales, suggesting specific areas of behavior influenced by cultural distinctions. Behavioral areas defined by the inventory items where A/P Americans achieved significantly lower assertion scores than Caucasians were: expressing feelings and making difficult requests, making requests in public, expressing compliments, expressing disagreement with parents, and expressing annoyance to the opposite sex. Asian/Pacific American students did not differ significantly from Caucasian students on subscales more typical of college situations, such as speaking up in class, expressing affection to the opposite sex, and making requests of roommates or friends. Data collected from statistical analyses of the A/P American factors provided a basis for construction of CSES subscales to assess dimensions of assertion relevant for A/P American college students.

No significant differences between A/P American and Caucasian students were found on self-esteem scores, confirming the research hypothesis which posited no difference. However, a significant interaction effect was found between sex and race on self-esteem, with Caucasian males scoring highest, following by A/P American females, Caucasian females, and A/P American males in that order. Self-esteem and assertiveness were correlated at a significant level for both groups ($p<0.001$), with a correlation coefficient of $r = 0.558$ found for the A/P American group, and $r = 0.445$ for the Caucasian group, which was contrary to prediction.

An assertiveness training group was offered to A/P American college students. Exploratory analyses, based on small numbers, suggested that assertiveness scores (CSES) and self-esteem scores (Janis-Field) changed in a positive direction following a five-week assertiveness training group experience.

Results from this study are discussed in terms of the theoretical notion that A/P American college students exhibit different behavioral norms than Caucasian students in specified areas, influenced by cultural values and the "minority" experience. Assertiveness training proved to be a useful approach for teaching new ways of self-expression, utilizing the context of a bicultural value system, i.e., one which recognizes two value systems of equal importance in making choices.

31. HEWETT, Robert Foster, Jr. (Ph. D.). "United States Civil Administration of the Ryukyu Islands, 1950-1960: A Historical Analysis and Appraisal of a Decade of Civil Administration of an Asian Area." American University, 1966. 299 pp. Source: DAI, XXVI, 11 (May, 1966), 6824. XUM Order No. 66-3395.

This dissertation analyzes and appraises the full scope of the activities involved in the initial decade of the United States Civil Administration of the Ryukyu Islands (USCAR), 1950-1960. USCAR's mission and accomplishments are assessed and experiences of value to future United

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States efforts of this type are identified. The work is based primarily on research into the official records of USCAR, on source material, public and private, official and non-official, made available through the Office of the Chief of Civil Affairs, Department of the Army, on personal interviews, and on additional material provided by the Army Library, Pentagon, Washington, D.C. The study covers the international situation during which the occupation began. It notes the uniqueness of USCAR which involves an extended United States presence in and control over a friendly territory where residual sovereignty resides with another friendly power (Japan). It stresses, however, USCAR's adherence to historically established occupation principles. The work concludes that when viewed in the light of United States national interests as interpreted at the highest levels of government and the mission assigned to USCAR, an overall favorable appraisal of its accomplishments during this period is inescapable. It points out that the military presence of the United States in the islands, although not ideally desirable, was unavoidable and that a Civil Administration is the recognized and proper form of government to be employed in such circumstances. It further determines that the Ryukyu Islands have served well as an extensive proving and training ground wherein Civil Administration techniques have been adjusted, polished and improved. The study notes that while USCAR's activities included every aspect of ten years of national existence, involving many major problem areas, its efforts were marked by a degree of success less than ideal perhaps, but beyond that which could normally be anticipated. It concludes that the Civil Administration has been, and always will be, engaged in an unending educational process calling for talent in every field and recommends that the United States government expand its efforts to carefully select and specifically train personnel assigned to a task of this nature.

32. HICKS, Richard Edward (Ph. D.). "The Assessment of Vocational Interests of Literate Indigenes of Papua New Guinea." University of South Africa (South Africa), 1978. Source: DAI, XL, 8A (February, 1980), 4410-A.

Vocational interest assessment in developing countries is being seen as possibly providing assistance in guidance and manpower allocation programmes. This is particularly true for the more highly educated students about to enter the workforce or advanced vocational training. Aptitude and ability testing had been well-established by the 1960's in Africa South-of-the-Sahara (for example, MacArthur, Irvine and Brimble, 1964) and in Papua New Guinea (for example, Ord, 1966, 1972). However, little had been done to develop vocational interest inventories which had proven useful in industrialized nations (cf. Campbell, 1971). In 1968 in Papua New Guinea the writer commenced research on the development of an interest inventory, the Pacific Vocational Interest Analysis (PVIA).

The developed PVIA is a forced-choice, paired-comparison questionnaire assessing vocational interests in eight areas: Practical-technical, sales, clerical, outdoor, numerical, artistic, scientific and social. Validation studies of the PVIA involved criterion-related studies (from which it was found that overseas occupational stereotypes in regard to vocational interest patterns also exist in Papua New Guinea); construct-related studies (comparing the PVIA category scores with scores on other questionnaires or tests; for example, values and aptitudes) and concurrent or predictive validity studies (academic and occupational success: career preference, career placement and job satisfaction). These latter studies yielded results similar to those found in western societies: for example, success in school subjects was not highly predictable from PVIA category scores but persistence in studies and career choice appeared to be related directly to strength of initial relevant interests. Career preference and career entry were both related significantly to PVIA scores.

Other studies using the PVIA:

1. Investigated the impact of environmental and educational differences on the PVIA patterns.

2. Investigated the relationship of the eight category PVIA to Holland's six-category personality theory (with the conclusion that while Holland's approach could be demonstrated to be successful in Papua New Guinea, the eight categories of the PVIA were more discriminative in the Papua New Guinea context)

3. Investigated and compared the interest patterns obtained in different Pacific islands. The PVIA has been adopted as part of the school career guidance programme in Papua New Guinea, the Solomon Islands, the New Hebrides and Fiji.

In essence, this thesis has demonstrated that vocational interests in Papua New Guinea can be assessed satisfactorily using an inventory appropriately developed for the country, keeping in mind recommendations (for example, Schwarz, 1963) made by previous researchers on the language-cultural and test-sophistication difference in developing countries.

J

33. JACKSON, Arthur A. (Ph. D.). "A Description and Evaluation of Selected Government of Guam Student Financial Aid Programs." University of Northern Colorado, 1974. 208 pp. Source: DAI, XXXV, 11A (May, 1975), 7059-A. XUM Order No. 75-11,094.

Statement of the Problem

The objective of the study was to describe and evaluate the Government of Guam Student Loan and Professional and Technical Scholarship programs for the period 1964 to 1973.

Purpose of the Study

The purpose was to provide a detailed description of the two aid programs and to determine to what extent were they fulfilling their intended purpose which is to provide financial support to Guam students in higher education programs so that professionally trained workers will be available to fill critical areas in the Guam Government.

Persons Included in the Study

One hundred eight persons who were granted loans and scholarships for the first time under the two aid programs during fiscal years 1965, 1966, 1967, 1968, and 1969 were included.

Methods and Procedures

The data were gathered from three administrative sources:

1. from the Financial Aid Office, University of Guam.
2. from the Business Office, University of Guam.
3. from the Personnel Services Division, Department of Administration and other governmental agencies.

A questionnaire developed by the researcher was used to elicit responses from former recipients in respect to the Student Loan and Professional and Technical Scholarship programs.

The data were treated and reported in a descriptive fashion using statistical tables.

Findings and Recommendations

The data showed that most of the aid recipients were female, single, of Guamanian ancestry, have graduated from Guam high schools, and were from households where the head was employed either as a professional or as an administrator. In both programs, the majority of the recipients chose to major in education, social science, nursing, or engineering. The data also revealed that about two-thirds of the total recipients eventually graduated from college.

There were 58 or 53 per cent of the population who completed post-secondary programs and who, subsequently, accepted government employment.

Moreover, the data disclosed that the 61 cases of forfeiture represents 56 per cent of the total population.

A majority of the respondents to the questionnaire indicated that they would not have attended college nor would they have selected the school they did without the financial aid they received from the government. Too, there was general agreement that these programs were accomplishing their purpose. Nonetheless, most felt that there should be greater flexibility in the repayment and employment regulations. It was also revealed that moral responsibility or a sense of altruism is the dominant reason for recipients staying on or returning to Guam to accept government employment. Most respondents recommended to increase the availability and the amount of financial support.

Recommendations presented were:

1. That the Professional and Technical Scholarship program be given lower priority funding and eventually phased out, whereas some form of the Student Loan program should be expanded in number and scope to allow assistance to persons of medium financial means.

2. That student assistance programs continue to be given high priority for legislative funding especially for in-territory studies.

3. That a "Placement Fund" be established to allow governmental agencies to "borrow" money for the purpose of hiring Guam aid recipients who have completed their programs.

4. That a study involving recipients who are affected by the provisions of Guam Public Law 11-138 be conducted in due course to determine future directions for local student aid programs.

34. JACKSON, Arthur Michael (Ed. D.). "Perceptions of Management Appointees, Association Appointees, and School Principals Toward the Functions of Curriculum Review Advisory Committees, Department of Defense Dependents Schools, Pacific." University of Southern California, 1980. Source: DAI, XL, 9A (March, 1980), 4871-A-4872-A.

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Purpose

The purpose of this study was to analyze the similarities and differences in group perceptions of the functions of the school level Advisory Committee for Curriculum Review (ACCR). The perceptions of principals, management appointees to the ACCR, and association appointees to the ACCR were studied. Their perceptions of the actual functioning and desired functioning of the ACCR were investigated.

Procedures

Of a population of 33 schools having more than 200 students, 22 schools' ACCR's participated. They responded to a mailed opinionnaire, Functions of An ACCR Opinionnaire, concerning their perceptions of the actual and desired ACCR's functioning. A pilot study and a panel of experts were used in constructing the opinionnaire. Additionally, 5 questions were asked of ACCR chairpersons to determine the structure and implementation of the ACCR's. Frequency and percentages of responses were reported as findings in relation to the questions. Hypotheses 1 and 2 concerned the response groups' perceptions of the implementation and the desired implementation of functions. Hypotheses 3-5 concerned each group's perceptions of the agreement between the actual and desired functioning. Frequencies, percentages, and chi squares were reported for each of 30 functions for each hypothesis. The significance level for all hypotheses were .05. Additionally, intensity and direction of agreement to each function were reported.

Findings

1. Nine principals violated the contract in establishing ACCR's of uneven numbered membership, and seven principals allowed non-appointed members of the ACCR's.

2. Five principals did not establish ACCR's, and 12 principals were late in establishing ACCR's.

3. Response groups' perceptions of the actual implementation of ACCR functions agreed in 29 of 30 cases.

4. They indicated partial implementation of a majority of functions.

5. Response groups' perceptions of the desired function-

ing of the ACCR agreed in 27 of 39 cases.

6. They indicated strong agreement with desiring most functions.

7. Principals had significant differences in half their responses to the actual and desired functionings.

8. Principals indicated strong agreement with 25 functions, mild agreement with 4 functions, and mild disagreement with 1 function.

9. Management appointees had significant differences in two-thirds responses to the actual and desired functioning.

10. Management appointees indicated strong agreement with 21 functions, mild agreement with 7 functions, and mild disagreement with 2 functions.

11. Association appointees had significant differences in three-fourths response to the actual and desired functioning.

12. Association appointees indicated strong agreement with 25 functions and mild agreement with 5 functions.

Conclusions

The lack of experience under the contract and of the theoretical understanding of the ACCR's functioning led to their inadequate implementation. Management needed to express more enthusiasm toward the ACCR's and more leadership in their establishment. There have been several labor-management conflicts concerning the ACCR's that have resulted in grievances.

There existed a large difference between the actual and the desired functioning of the ACCR which might cause labor-management conflicts, interpersonal relation conflicts, and internal personal conflict. The degree of agreement by the respondents to the actual and the desired ACCR functioning indicated the possibility of an ACCR model being jointly developed. The literature supported as ACCR functioning within the contract provisions and existing regional directives.

Recommendations

Management should reestablish the ACCR's in DODDS. Management and the association should cooperate in developing and implementing a model of the purposes, structure, and functions of the ACCR. Principals and participants should have in-servicing of the model. Additional research into the various components and functionings of the ACCR concept should be undertaken.

35. JOHNSON, Richard Theodore (Ph. D.). "The Growth of Creative Thinking Abilities in Western Samoa." University of Minnesota, 1963. 183 pp. Source: DAI, XXIV, 5 (November, 1963), 1922. XUM Order No. 63-7932.

Both negative mental health implications from the individual and losses of productive thinking power for society have been cited as consequences of the fourth grade slump in creative thinking in the United States. The implied inevitability of the slump by many scholars of child development invited cross-cultural assessment.

The Samoan culture, characterized as stifling of divergency, yet free of major discontinuities in the development of its members, was chosen in order to test the following hypotheses:

1. The growth curve of creative thinking abilities in Samoa does not exhibit the drop at the fourth grade level typical in America.
2. The cultural background of the teacher within the school system has a differential effect on the level of students' creativity.
3. The type of school administration has an effect on students' level of creativity.
4. Responses to standardized stimuli considered most original in Samoa differ from those considered most original in the United States.

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5. The Samoan teacher's concept of the "ideal pupil" reflects the cultural emphasis on conformity.

The instruments used were the Minnesota Tests of Creative Thinking, (both non-verbal and verbal), the Ideal Pupil Checklist, and the Goodenough "Draw-a-Man" test. All instruments and directions were translated into Samoan, and the Ss were allowed to answer in either English or Samoan.

Two main subcultures were identified: the mission and the government elementary school systems. The mission system (total number of students = 526), composed of three main schools, one of which had both American and Samoan teachers for grades two to six, was relatively Americanized.

Three of the many government schools were studied (N = 541 students), all in remote areas of the island, and uncontaminated by American influence. All students present in grades one through six were tested.

The over-all Samoan sample did not show the drop in creative thinking abilities characteristic in the American culture, but neither were levels at each grade as high as a comparison Minneapolis-St. Paul sample. However, those students who were taught by American teachers did show a drop at the end of the third grade, and had a much lower level of tested abilities compared to students of Samoan teachers within that school.

The mission students showed a rapid rise in creative thinking abilities in the first year of school, and then leveled off. The government school students had a much lower starting level, but followed this with a steady rise in each year assessed.

Comparisons of the frequency of various responses being made to the test stimuli in the Samoan and American sample indicated that hypothesis four was indeed tenable. Certain responses quite common in the United States were rare in Samoa, and vice versa.

Both previous research and the Ideal Pupil Checklist indicated that, because conformity was stressed as prerequisite to success, tendencies toward creativity are likely to be extinguished.

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The conclusion was drawn that the typical "slump" found in the United States was not inevitable, and that three conditions appear necessary in order to raise and maintain a high level of creative thinking abilities: first, a reduction in discontinuities; second, a variety of stimuli to be rearranged, integrated, and responded to; and third, a continual cultural rewarding of the creative enterprise.

36. JOHNSON, Robert G. (Ed. D.). "Recommendations for the Administration of the Schools of Guam in Light of the Island Culture." Florida State University, 1959. 189 pp. Source: DAI, XX, 2 (August, 1959), 573. XUM Order No. Mic 59-1758.

The purpose of this study was to make recommendations for the schools of Guam in light of the island's culture.

From 1955 until 1957, the author was a consultant for the elementary schools of Guam. During that period interviews were held, observations made, official documents of the government of Guam examined, and general and cultural histories of Guam were read. The data gained from these sources were supplemented by the use of literature in anthropology and sociology.

Some of the more general aspects of the culture and geography of Guam were described. In addition present conditions of the island schools were discussed. In light of the information thus presented educational principles were applied to develop specific administrative recommendations.

A number of basic conditions were considered as important causes for recommendations to be made. First, textbooks from the United States assume many experiences not realized by the children of Guam. Second, the culture of Guam is in a state of flux. Third, the Guamanian people have had the added responsibilities of United States citizenship since 1951. Fourth, the population is bilingual. Fifth, there has been a historic lack of continuity of educational leadership in the schools. Sixth, the average college training level of local teachers is substandard by mainland standards; and seventh, there is a dual salary schedule in that recruited teachers are paid a 25% differential.

Some of the specific recommendations were made concerning general administration. The board of education should be elected by the registered voters of the island, except for two non voting members representing military interests; the five voting members should serve staggered six year terms. The board should assume authority with respect to school personnel, finance, and accounting procedures, which are now held by other governmental agencies and departments. Also, the board should be responsible for private and parochial school teacher certification in addition to the public schools.

Other recommendations considered teaching personnel. New recruited personnel should be required to attend orientation classes concerned with the culture and with school problems. With respect to pay, local and recruited teachers who have the same professional training should be compensated on the same salary schedule, without the addition of differentials. All teachers who resign during the school year should be compensated for the summer months on a pro rated basis. Concerning tenure, such laws should be uniform for local and recruited personnel. For recruited, as well as local teachers, an in-service education program should be organized with problems of acculturation receiving prominent attention. Teacher consultants in music, art, and physical education should be employed. Such resource people should derive much of their material from the local culture.

Recommendations were also made with respect to pupil personnel and the curriculum. Concerning school attendance, the school nearest the residence should be the one required for attendance whenever possible or practicable. As a means of evaluation, consideration should be given the development of a planned testing program. Connected with culture and language, a summer kindergarten should be developed to serve children the year before their entry into first grade, a plan of primary grouping should be considered for adoption, and educational personnel should become acquainted with the problems of bilingualism and biculturalism. Also, the language of the Guamanian people, Chamorro, should be adopted into the curriculum. To help extend the present school program, planned field trips should be instituted, and special materials, suitable for the local environment, should be introduced into the schools.

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37. KANOST, Richard Fairburn (Ph. D.). "A Study in Acculturation and Political Development: The Micronesian Case." University of Oklahoma, 1980. 503 pp. Source: DAI, XLI, 10A (April, 1981), 4485-A. XUM Order No. 8107959.

This work is a case study of the political development of the island peoples of Micronesia under the trusteeship of the United States. The focus is on the ways in which aspects of the traditional cultures of Micronesia tend to persist and to influence the character of the adaptations of individual island cultures to the new, externally imposed, institutions.

Although there are many broad similarities among the traditional cultures of the Trust Territory of the Pacific Islands (Micronesia), a number of distinct subcultures exist among the many scattered island groups of the territory. These island groups, or subcultures, vary considerably in the extent to which they have experienced the forces of economic development and cultural change.

Because of the variation in traditional cultures and in relative development and acculturation, these islands offer a rich field for comparative study. Four island groups, which represent the range of variation, were selected for comparative treatment. These are the Northern Mariana Islands, Yap, the outer islands of Yap and Truk. Part I of the study deals with the common features of geography, history, culture, and political and economic development of the islands comprising the Trust Territory. Part II is a comparative study of the four named island groups.

As a case study, this work involves the examination of the interacting influence of many variables, including the ecology of the traditional political culture, the influence of a succession of colonial rulers, and the impact of newly introduced political, economic, and cultural institutions.

A fundamental concept of this study is that the basic element of determining the nature of a political culture is the kind of orientation towards authority which characterizes it. Parochial, subject, and participant cultures, as defined by Almond and Verba in their five-nation study, involved quite different kinds of authority orientations.

Almost by definition, a participant culture requires that a sense of political efficacy be rather widespread among the population. Political efficacy is the feeling that one's participation in the political process can be effective in influencing political decisions. According to Stanley Renshon, this sense of political efficacy depends on three factors. One is a sense of personal control over one's life space. The second is the sense that the political sphere is relevant to personal control. The third is the actual experience of participation, which the subject perceives as effective.

The authority orientations which characterize traditional Micronesian society include attitudes of deference, avoidance, and obedience towards authority; consensus and avoidance of conflict in decision making; and subordination of the individual to the group. These are reinforced by diffuse sanctions of the whole community, including public disapproval, ridicule, and ostracism of offenders. These types of authority orientations are not conducive to trust in authority, nor to a sense of personal control over one's life space nor to a sense of political efficacy.

It was found that these traditional attitudes do persist and are evident in the behavior of Micronesians in new political roles. There is considerable variance in the precise attitudes that prevail among the subcultures studied. Some of this variance is clearly related to the relative stages of development and acculturation among these groups. While the distribution of attitudes is influenced by culture, it is also influenced by education. The influences of education and culture tend to work in opposite directions.

38. KERNAN, Keith Thomas (Ph. D.). "The Acquisition of Language by Samoan Children." University of California, Berkeley, 1969. 137 pp. Source: DAI, XXXI, 2B (August, 1970), 489-B. XUM Order No. 70-13,082.

During the period from June 1967 to June 1968, research was conducted on the island of Ta'O, American Samoa on the acquisition of communicative competence by Samoan children. Data were collected on a variety of topics concerning the use of language by children. The dissertation provides a syntactic and semantic analysis of the naturally occurring speech of two young Samoan children. The thesis advanced is that the study of the acquisition of language must begin with an analysis of the semantic relationships exhibited in the speech of the child. Such a semantic approach allows for the investigation of the processes whereby both the semantic and syntactic structures of the language may be learned.

Chapter I describes the Samoan child's life space and linguistic interaction network, the context of language acquisition. In Chapter II data from a boy of two and a half years is presented. The linguistic and social context in which the utterances were produced is reported and the utterances are analyzed as pivot constructions. Chapter III examines previous approaches to writing grammars and suggests such grammars are inadequate due to their failure to include a description of the semantic relationships expressed in the speech of the child. A grammar which includes a description of the semantic relationships expressed by the two and one half year old boy is written. Chapter IV presents a similar grammar to describe the speech sample collected from a two year and two month old girl.

39. KROHN, Henry Clive (Ed. D.). "Education in the Development of Papua and New Guinea: Focus on Teachers and Teacher Education." George Peabody College for Teachers, 1971. 613 pp. Source: DAI, XXXII, 4A (October, 1971), 1959-A. XUM Order No. 71-26,189

This study examines the contribution of education in the development of Papua and New Guinea from dependent-colony status towards the goal of self-government. The role of teachers and the place of teacher education in this process are of primary interest.

Since the situation is one in which the interaction of traditional culture and Western religious and secular systems continues to affect the direction of development, it has been necessary to examine in some detail the context in which an education system has evolved. One additional perspective was included, that of development education, especially in regard to the roles of teachers in developing countries. A pilot study of student teachers' attitudes toward issues related to development was conducted with the cooperation of two teachers' colleges.

It was found that economic and ideological factors greatly influenced the rate of educational development. Prior to World War II, European views of indigenous aptitudes restricted education to the primary level, and this was provided almost entirely through the religious motivation of the Missions. This same ideology has continued to influence the post-war Mission school system, but political factors and continuing economic concerns have become more important, particularly during the past decade. These have resulted in increasing provision of schools and overall control by the Government Administration. The original post-war policy of uniform development through universal primary education has changed to one oriented to the education of an indigenous elite essential for self-government.

Thus education has been used as a means of achieving the ends of the various institutions concerned with native welfare. Throughout, teachers have enacted the roles of the agencies which trained them for the classroom. As in other developing countries, teachers have taken on political roles, but their main contribution has been through their professional roles.

Teacher education programs are using the findings of recent overseas research in teaching and the social sciences, and are stressing professional roles which emphasize individuality and social concern. In regard to such roles, the Mission colleges give a specifically religious orientation which is reflected in students' expressed attitudes. Their responses to the Attitude Survey also indicate that traditional beliefs are still important, and that they are willing to be involved in education oriented toward social change, and national development.

Generally favorable student attitudes, relevant teacher education programs, and Administrative measures designed to unify the education system lead to the conclusion that education is facilitating economic, social, and political development in Papua and New Guinea.

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40. LANGGULUNG, Hasan (Ed. D.). "A Cross-Cultural Study of the Child's Conception of Situational Causality in India, Western Samoa, Mexico, and the United States." University of Georgia, 1971. 322 pp. Source: DAI, XXXII, 9A (March, 1972), 5040-A. XUM Order No. 72-2504.

This study was conducted to investigate the development of causal thinking of children in India, Western Samoa, Mexico, and the United States. The "Guess Causes" part of the Torrance Tests of Creative Thinking was used to investigate this problem. The responses of 400 children in the four cultures were evaluated according to grade levels four and six, and subcultures (advantaged and disadvantaged). Within Mexican and the United States cultures the Ss were also classified according to sex (male and female). A separate sample was drawn from Indian culture to compare the Hindus and the Muslims.

Two basic categories were developed from the test, i.e., causal and noncausal. The total number of responses was considered the index of fluency.

The results of the study indicated that Indian and United States children are significantly more causally-oriented than their counterparts in Western Samoa and Mexico. The sixth-grade children are significantly more causally-oriented than their counterparts in the fourth-grade except in India. The advantaged children are significantly more causally-oriented than their disadvantaged counterparts. Within the Mexican and United States cultures there are no sex differences in causal-orientation. There is also no significant difference between the Hindu and the Muslim children in India in causal-orientation.

Noncausal responses appeared in all groups evaluated by this study. Western Samoan and Mexican children are more noncausally-oriented than their counterparts in India and the United States. The fourth-grade children are more noncausally-oriented than their counterparts in the sixth-grade except in India. The overall comparison between the advantaged and the disadvantaged children within the four cultures studied indicated no significant difference between the two groups in terms of causal-orientation. The comparison between the advantaged and the disadvantaged children within Mexico and the United States indicated that the disadvantaged children are more noncausally-oriented than their advantaged counterparts. There is no sex difference with Mexican and the United States cultures in terms of noncausal-orientation. There is also no significant difference between the Hindus and the Muslims in this respect.

The Indian children are the most fluent of all; the Western Samoan, the least fluent; and the Mexican and the United States children, in between. The Mexican and the United States children are not different in fluency. The sixth-grade children are more fluent than their counterparts in the fourth-grade. The advantaged children are more fluent than their disadvantaged counterparts. There is no sex difference in fluency within Mexico and the United States cultures. There is also no difference between the Hindu and the Muslim children in India in fluency.

41. LAYNE, Patsy Gaynell Pool (Ph. D.). "Modern Linguistic Theory and Language Instruction in a Bilingual Milieu: Developing a Strategy for Primary English Instruction on Guam." University of Pittsburgh, 1970. 362 pp. Source: DAI, XXXI, 5A (November, 1970), 2257-A-2258-A. XUM Order No. 70-22,743.

The improvement of oral English instruction in primary classrooms of Guam for children whose mother tongue is Chamorro was the task for which this study was developed. Linguistic and learning theories for second languages, the particular language instruction problem of Guam, and a framework for viewing curricular innovation were examined to develop a strategy for improving language instruction.

Six sections of the study deal with:

1. Using a second language for formal instruction.
2. Teaching English to young Chamorro speakers.
3. Modern linguistic and learning theory.
4. Educational innovation.
5. The socio-political environment of Guam.
6. The Guamanian school system.

The content and conclusion of these sections are described below.

1. An examination of the implications of the use of sec-

ond languages for formal instruction led to these conclusions:

a. There are often practical considerations that result in the use of a second language in instructional settings.

b. Learners are academically handicapped to the extent that they have not mastered the language of instruction.

c. Learning to read is especially difficult when reading instruction is based on a second language.

d. It is likely that a child in a bilingual milieu develops a negative self-concept when his mother tongue is not used for formal instruction.

2. An examination of the instructional task, teaching English to young Chamorro speakers, determined the criteria for selection and sequencing of specific objectives and appropriate techniques for reaching those objectives. A significant component was a contrastive analysis of Chamorro vis-a-vis English. This part of the study included a description of present classroom practices, of teacher and pupil skills and motivations that relate to English instruction, and of curricular goals of the Guamanian school system.

   This analysis of the instructional task was based on data gathered by examination of curricular materials and of linguistic studies, by direct observation of teachers and classroom activities, by informal interviews, and by administering questionnaires.

3. Current theories relating to human learning and language acquisition were analyzed to determine areas of agreement, on an operational level. The instructional procedures that have a basis in the major schools of current linguistic theory were described, based on this synthesis. The procedures relate to these considerations: practice; understanding; emotions; and the biological development of the learner.

4. Case studies of educational innovation were analyzed

to determine critical factors that must be considered in developing a strategy for improving curriculum. Questions were formulated to yield information about the nature of the innovation and the significant characteristics of the system, in this case the Guam milieu. An assessment scale was used to predict probable viability of alternative strategies.

5. The Guam milieu was described in terms of probable constraints and possible supportive factors related to the proposed innovation. Information about the socio-political environment was gathered by examining documents, by direct observation during five months on Guam over a period of time from March, 1968, to August, 1969, and by an analysis of information gained from administering written questionnaires.

6. The Guamanian school system was described in terms of characteristics of the system, such as its structure, flexibility, and financial support base and in terms of the people within the system who are relevant to this task.

On the basis of the information gathered, a plan for implementation was proposed that included the development of a detailed syllabus embodying curriculum decisions about content, instructional techniques and sequencing of material. The syllabus is available at the Guam Department of Education.

Both the syllabus and the implementation strategy recommendations reflect assessments made throughout the study. Judgments concerning chances for viability of alternative strategies in the Guam setting were based on those assessments

42. LEDDY, Patrick Sablan (Ph. D.). "Attitudes of Guam Public School Teachers and the Managers of Businesses Toward Work Concepts of Career Education." Kansas State University, 1975. 102 pp. Source. DAI, XXXVI, 5A (November, 1975), 2505-A-2506-A. XUM Order No. 75-25,048.

Patrick Sablan Leddy

With a major thrust being given by the Department of Education for the implementation of the career education concept on Guam, information was desired about the attitudes of the island population toward specific concepts of career education. The problem guiding this study was one created by the fact that a systematic investigation on the attitudes of Guam public school teachers and island business managers toward the work concept of career education had not been conducted.

The objectives of this study were:

1. To review literature pertaining to the work concepts of career education.

2. To ascertain the differences between the Guam public school teachers and business managers in attitudes toward the work concepts of career education.

3. To determine the differences between teachers on the basis of their residency status in their attitudes toward the work concepts.

4. To analyze the relationship between attitude and the degree of dogmatism.

A random selection of teachers and of business managers were examined by means of a three-part opinionnaire:

1. Work Concepts Attitude Scale.

2. Short-Form Dogmatic Scale.

3. Personal Data Form.

The teacher sample was further divided into two groups based on their Guam residency status and incorporated in several comparisons to determine whether they were independent with respect to the criterion variables. Six null hypotheses relative to objectives 2, 3, and 4 were generated and tested at the .05 level of significance.

The general conclusion from analysis of data relative to objective 2 was that the public school teachers do differ from the business managers in attitudes relative to specific work concept items.

Objective 3 sought to investigate the difference in attitudes toward work concepts of career education among permanent resident teachers, non-permanent resident teachers, and business managers. The analysis of variance did show that the three groups differ significantly among themselves in their attitudes toward several work concept items.

Relative to objective 4, analyses were made to investigate (1) the between group differences in scores on the dogmatism scale, and (2) the relationship between dogmatism and work concept attitude. The t-test analysis showed that the business managers were significantly more dogmatic than all teachers. The ANOVA revealed a statistically significant *F*-value in the comparison of scores among the permanent resident teachers, non-permanent resident teachers, and business managers, and Tukey Multiple Comparison test reported that three groups were significantly different in all pairwise comparisons with respect to dogmatism scores.

The Pearson product moment correlation test did not reveal any statistically significant relationship between dogmatism and attitude toward work concepts in any of the groups studied.

The general conclusion from reviewing literature for this study was that there is an abundance of material available concerning the theoretical framework of career education to guide Guam leaders in drawing preliminary plans to institute career education in the island's schools. The review showed that career education experts strongly emphasized the need for local grassroots assessment prior to the implementation of the career education concept. Literature concerning research studies on attitudes toward work concepts of career education was limited.

The general implication of the study is that the Guam Public School teachers and island business managers shared a strong desire to see the work concept implemented in the school system. Neither the residency status of the teachers nor the degree of dogmatism in teachers or business managers on the island should present barriers to the implementation of the work concept of career education.

43. LEINWAND, Adrienne Sue (Ph. D.). "The Relationship Between Micronesian Education and Culture and the Adjustment Problems of Micronesian Students at an American College." University of Oregon, 1981. 311 pp. Source: DAI, XLII, 5A (November, 1981), 1991-A-1992-A. XUM Order No. 8123600.

Approximately 3,000 Micronesian students are currently attending American colleges and universities. Like other foreign students, they must adjust to a new economic, political, and social climate when living and studying in the United States. Unlike other international students, however, Micronesians do not have a history of college attendance and so institutional administrators know little about Micronesian culture or the previous educational experiences of these students. The purpose of this study, therefore, was to determine the nature of the academic and cultural adjustments Micronesian students face when studying at stateside institutions of higher learning, and to explore aspects of Micronesian culture and the Micronesian educational system that may be at the source of the students' difficulties.

Research was conducted primarily at Oregon College of Education in Monmouth, Oregon, and to a lesser extent at Eastern Oregon State College in La Grande, Oregon. Information on Micronesian education and culture was obtained from library resources and from personal interviews with Micronesian students, administrators, and faculty members (several of whom had visited and/or lived in Micronesia) at the two colleges. Information on the adjustment problems of Micronesian students from the perspective both of faculty members and administrators, and of the Micronesian students themselves was obtained solely through personal interviews. A total of fifty-one Micronesian students (forty-two at Oregon College of Education and nine at Eastern Oregon State College) and twenty-one faculty and administrators (fourteen at Oregon College of Education and seven at Eastern Oregon State College) were interviewed. With the exception of two students whom I interviewed in great depth, all interviews were approximately one hour in length.

The major academic problems discussed by the students and faculty were difficulty with the English language, inadequate high school preparation, and the lack of basic skills. Although English is the official language of Micronesia, it is not the native language. Therefore, the students come to the United States with enough skill to communicate orally, but lack the proficiency necessary to read textbooks or listen to class lectures which contain difficult words, new concepts, and entirely new terminologies. In addition, their Micronesian high schools did not provide them with sufficient academic training to enable them to proceed easily with college level material. Further, owing to the educational and cultural environment, Micronesian students generally have not had to study for exams, use the library, write term papers, or take lecture notes, thus leaving Micronesian students deficient in these areas as well.

Differences between Micronesian and American culture further impede the academic progress of Micronesian students as well as spawn additional social problems. The students tend to be shy and embarrassed by their perceived inability to communicate well in English which inhibits the students' abilities to make friends quickly and deters the students from participating in class. The rigid, American concept of time is new, as is handling money. The students are further influenced by television, movies, automobiles, and the availability of beer. Homesickness is another problem for many students. Finally, the Micronesian students come from a sheltered environment, relatively free of responsibilities, to an environment where they must now take responsiblity for their own actions. This new personal freedom poses difficult problems for the students as they must choose between their academic priorities and exploring a new culture, and between the values of a new culture versus their native cultures.

As increasing numbers of Micronesian students enroll in American colleges, an understanding of the cultural and educational backgrounds of these students will enable administrators to provide appropriate counseling and academic services so that their sojourns will be pleasant and both educationally and culturally profitable.

44. LEON GUERRERO, Jose S., Jr. (Ed. D.). "A Study of an Administrator's Use of Authority as it Relates to Teacher Loyalty, Job Satisfaction, and Alienation in the Public Schools of Guam." Western Michigan University, 1979. 82 pp. Source: DAI, XL, 5A (November, 1979), 2393-A-2394-A. XUM Order No. 7925335.

This study investigated the relationship between the teacher's perception of the administrator's use of authority and the teacher's job satisfaction, loyalty, and alienation. The principal premise for the study was that certain combinations of informal and formal authority were related to a teacher's performance as demonstrated through loyalty, job satisfaction, and alienation.

The research population consisted of all regular teachers in the 27 elementary, five junior high, and three senior high schools in Guam. A stratified random sample of 300 teachers from a population of 1,200 teachers was used for this study. Ninety-seven percent of the teachers in this sample provided usable responses to the survey instrument.

The instrumentation drew from components of the Principal-Staff Authority Inventory, Teacher Alienation Inventory, Teacher Loyalty Inventory, and Teacher Job Satisfaction Inventory which have been previously used to measure identical research variables. The components were combined to form the research instrument referred to as the "Survey of Administrator's Use of Authority."

After the composite profile of the research population was determined, the 35 school administrators were assigned, according to their teachers' perceptions, to one of four possible combinations of informal and formal authority. These were:

a. High informal-high formal group.

b. High informal-low formal group.

c. Low informal-high formal group.

d. Low informal-low formal group.

Assignments to the authority category were made by finding the median of the means for the informal and formal authority variables of all the schools. Those measuring at the median and above were considered high in authority dimensions, and those measuring below the median were considered low in authority dimensions.

The One-Way Analysis of Variance was used to test the null hypotheses. The Protected Least Significant Difference test was used to uncover which differences between pairs of means contributed to an overall significance in the One-Way Analysis of Variance.

No difference was found between the high informal-high formal groups and the high informal-low formal groups on any of the dependent variables: teacher satisfaction, teacher loyalty, and teacher alienation. However, differences were found between the high informal-high formal authority groups and the low informal-high formal groups and the low informal-low formal groups in all three dependent variables

The study concluded that the most desirable authority combination in an administrator would be high informal and high formal. The use of this type of authority led to teachers exhibiting greater job satisfaction, greater teacher loyalty, and lesser feeling of alienation.

45. LESA, Ropeti Faafetai (Ed. D.). "Learning Styles of Samoan Students." Brigham Young University, 1981. 113 pp. Source: DAI, XLII, 3A (September, 1981), 986-A. XUM Order No. 8118971.

The individual learning styles of sixty-six students at the American Samoa Community College were identified by using the Grasha-Riechmann Student Learning Style Scales. Twenty-three instructors at ASCC were also surveyed to identify teaching style preferences.

To determine if learning style had any effect on achievement, an analysis of variance was made using GPA as the dependent variable and students' learning style, sex, age, major and high school attended as independent variables. No correlation was found between learning style and GPA. However, results revealed a predominant learning style. This Participant learning style remained predominant when systems of education in both Samoas were considered: culture may be a factor.

Eight-three percent of the students identified with participant and collaborative styles respectively and 82% of the teachers identified with the same categories. More data is necessary to show the effect of matching student learning style and teacher teaching style.

46. LEVIN, Paula Frances (Ph. D.). "Students and Teachers on Tubuai: A Cultural Analysis of Polynesian Classroom Interaction." University of California, San Diego, 1978. 206 pp. Source: DAI, XXXVIII, 12A, Part 1 (June, 1978), 7417-A. XUM Order No. 7808090.

This dissertation presents a cultural analysis of classroom interaction in rural Polynesian schools. It is based on research conducted in the schools of Tubuai, a small volcanic island located in the Austral Island archipelago of French Polynesia. The analysis focuses on the processes by which cultural differences among classroom participants affect the academic performances of students. The educational difficulties of rural Polynesian children are considered in terms of the relationship between French and traditional Polynesian cultural understandings, and the effects that mismatches may have on the teacher-student interaction.

The thesis describes the processes of becoming a student and becoming a teacher on Tubuai. Of particular concern are the consequences for students and for teachers of the continuities and discontinuities between the expectations arising from out-of-school experiences, and the requirements of the formal school setting.

The relationship between culture and school performance is explored through a detailed examination of three important interactions in which students' performances are displayed--questioning, answering and evaluating. The nature of the communicative competence that Tubuaian children develop in the home is compared with the sociolinguistic skills expected by teachers in the classroom.

The disjunctions between childhood experiences and the requirements of the school setting concerning the presuppositions to questioning and answering lead Tubuaian students to have difficulties with instructional sequences and with teacher-initiated interrogative encounters. Disruption of communication results not only from incongruencies in cultural understandings about the functions that language serves, but also from conflicting demands of the teacher and of peers. The mismatch between teachers' expectations and those of the students concerning evaluation affect student performance by forming the basis of mutually unfavorable interpretations of each others' behaviors. An analysis of the three domains of questioning, answering and evaluating indicates that interaction is disrupted not only by differences in classroom participants' cultural expectations, but also by the interpretations that participants make of the behavioral manifestations of these differences.

In the classrooms of Tubuai, teachers vary widely in the nature of their interactions with students, despite similarities in their stated goals. Even in educational settings in which the student population is uniform, students perform differently with different teachers. The existence of systematic variations among students across teacher contexts supports the hypothesis that the "qualities" of the participants, particularly those of the students, are not the only factors which contribute to student performance. Rather these research findings point to the importance of the characteristics of the interactional contexts in which students' successes and failures occur.

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47. McCALL, Louis Edmund (Ed. D.). "A Study Comparing Scholastic Achievement, Social Adjustment and Moral Values of Parochial and Public School Students at the Ninth Grade Level on Guam." Southern Baptist Theological Seminary, 1973. 256 pp. Source: DAI, XXXIV, 8A (February, 1974), 5304-A. XUM Order No. 74-2183.

A review of recent studies of Catholic parochial education indicated that it was an accumulation of a number of years in the parochial school that decisively influenced the student and not a particular level of schooling. The central concern of this dissertation, therefore, was to examine the cumulative effect of at least five years of parochial education on the student in terms of scholastic achievement, social adjustment, and moral values. Since this researcher has lived on Guam for eight years and has a particular interest in adolescents, it was decided to investigate the problem in terms of the following hypothesis:

Louis Edmund McCall

When parochial and public school students at the ninth grade level on Guam are compared, the parochial school students will have a significantly higher level of scholastic achievement, be better adjusted socially, and have higher moral values than public school students.

An analysis of certain variables that might affect this study, such as the cultural factor, family size and discipline, the peer influence, the adolescent identity crisis, the mass media, and the teacher-pupil relationship, was made. It was concluded that many of these variables had been partially controlled by closely matching the two sample groups involved in the study.

The methodology of this dissertation involved the selection of two project schools, one Catholic and one public, from which sample groups would be drawn. Two groups of fifty-eight students were matched in terms of sex, age, intelligence quotient, and socio-economic background using information from school records and a preliminary survey. Three testing instruments were utilized to investigate the assumptions of the hypothesis: The Stanford Achievement Test, the Mooney Problem Check List, and a Moral Values Test drawn primarily from research conducted on Guam by the Northwest Regional Laboratory. Scores of the experimental groups were subjected to the t-value and chi-square analysis to determine if the hypothesis of this dissertation could be supported.

Major findings of this research were as follows:

1. The first part of the hypothesis was not supported by the analysis of grade norms of the sample groups on the Stanford Achievement Test. A significant difference at the .05 level was found in the area of science favoring the parochial sample group.

2. The second aspect of the hypothesis failed to receive support when the results of the Mooney Problem Check List were analyzed. In fact, parochial students had more problems than, and were not as well adjusted socially as, public school students of the sample group.

3. The third contention of the hypothesis was supported at the .05 level of significance when the results of the Moral Values Test were analyzed.

Certain recommendations have been made as a result of this study. First, it was recommended that Catholic parochial schools on Guam find a way to help students resolve more of the problems confronting them perhaps through the employment of a professional school counselor similar to those found in the public school. Second, it was suggested that the public schools on Guam consider implementing a course in moral values to assist students in coming to grips with the consensus values of our society similar to those recommended by the Educational Policies Commission. Third, Baptists on Guam were encouraged to find some other way than a church-related school to reach students in the schools of the island since a significance at the .05 level on the Moral Values Test was not considered adequate justification for the establishment or operation of a parochial school.

The following needs for further research were identified:

1. The influence of a single, dedicated, trained teacher in a small parochial school deserves further study.

2. The effect of the bilingual teacher working with bilingual students merits further investigation.

3. This researcher would like to see a comparable group of indigenous students on Guam tested with a standardized moral values test in order to have a more substantial basis on which to make comparisons between the two sample groups of students in terms of moral values.

48. McGARVEY, Stephen Theodore (Ph. D.). "Modernization and Cardiovascular Disease Among Samoans." Pennsylvania State University, 1980. 260 pp. Source: DAI, XLI, 5A (November, 1980), 2197-A. XUM Order No. 8024474.

Previous investigators have observed a greater risk of cardiovascular disease associated with high blood pressure, increased dietary fats, reduced physical activity, in-

creased body adiposity, and increased psychosocial stress. As traditional populations are exposed to modern life, there may be an increased risk of cardiovascular disease because of the biobehavioral changes associated with non-traditional life. The principal aim of this study is to detect the association between environmental change due to modernization and cardiovascular disease among Samoans.

Samples of Samoan adults were drawn from four locales along a modernization continuum in American Samoa and Hawaii. A cross-sectional sample of 2,285 males and females aged 18-80 was collected in the four areas. These four samples differed substantially in education, occupation, and languages spoken. Data on reported angina pectoris and myocardial infarction, blood pressure, body weight and tricepts skinfold thickness, physical activity, cigarette smoking, diet, salt intake, and psychosomatic and psychosocial complaint behavior were collected. Univariate and multivariate analyses of the association between the cardiovascular disease indicators and the other variables were performed with each sample. Multivariate analysis was performed across the samples in order to detect a general modernization effect in addition to the specific effects of the measured modernization variables. The effects of migration were assessed by comparing the migrants with nonmigrants according to the migrants' area of origin in the Samoas.

The results of the analysis of coronary heart disease indicate that Samoan males have higher frequencies of coronary heart disease than some other Polynesian groups. Among males there are no modernization-related differences. Among females there is a positive association between modernization and angina pectoris frequencies. Samoan females seem similar in coronary disease frequency to other Polynesians. Among females psychosomatic complaints are directly related to angina frequencies.

Blood pressure is directly related to modernization in both sexes in American Samoa. Migrants to Hawaii have higher blood pressure than nonmigrants only if they originated in the more traditional areas of Samoa. Male migrants to Hawaii from the least traditional areas of Samoa have lower blood pressure than non-migrants residing in those areas of Samoa. Body weight and fatness are also directly re-

lated to blood pressure in all samples except among the most traditional males. Salt intake is directly related to blood pressure only among those most exposed to modern life. Psychosocial complaint behavior is directly related to blood pressure in the males most exposed to modern life, but inversely related to blood pressure in the females. Multivariate analysis revealed that the strongest direct correlate to blood pressure in males is adiposity. Among females adiposity and age are the strongest direct correlates followed by the indirect correlate psychosocial complaints.

It is suggested that there may be limits to the age increases in blood pressure usually associated with modernization due to adaptation by the individuals most involved in modern life. It is concluded that modernization is associated with a greater risk of cardiovascular disease, primarily through increased blood pressure levels. In addition, there are residual effects related to exposure to modern life including diet and psychosocial stress. Nontraditional life seems to increase the risk of cardiovascular disease among Samoans.

49. MANN, Cecil William (Ed. D.). "The Educational System of the Colony of Fiji." Stanford University, 1937. 447 pp. Source: Eells, p. 215; abstract in Stanford University, BULLETIN, Sixth Series, No. 72 (November, 1938); and Summary from Author.

Summary

In 1935, when the field work for the dissertation was completed, the Fiji Islands was a Crown Colony with a population of 100,000 Fijians, 85,000 East Indians (descendants of East Indians who were brought to Fiji from India as indentured laborers in the late 19th Century) and approximately 4,000 of European descent. Education in Fiji dates from the arrival of the Methodist missionaries in 1835, and the Roman Catholic missionaries who followed in 1842. Until 1909, education was completely the responsibility of the missions. The value of their work may be judged by the fact that the Census Report of 1936 indicated that 84% of Fijians could read and write their own language.

An attempt was made by the writer to construct and standardize a test of general ability (Fiji Test of General Ability) using nonverbal material employing completions, classifications, similarities, opposites, analogies, number series and substitutions. The test was applied to more than 4,000 children of all races, reliability was found by the re-test method, and norms were constructed. No attempt was made to compare the test results of the races; the main purpose of the test was to develop an instrument for the internal grading of the separate races.

The dissertation discusses the racial background, the society of the native Fijians--their social groups, language, religion, arts and crafts, law and order, the westernization of Fiji, and the present educational system. It includes an account of the objective testing carried out by the author, and projects the education of Fiji in the immediate future.

50. MANUMA, Polofeu Viavia (Ph. D.). "Organizational Climate in Elementary Schools of American Samoa." University of Minnesota, 1975. 117 pp. Source: DAI, XXXVI, 8A (February, 1976), 4922-A. XUM Order No. 76-4059.

Halpin and Croft have stated figuratively in their study of "The Organizational Climate of Schools" that "personality" is to the individual as "climate" is to the organization. Twenty elementary schools in American Samoa were selected from the territory sociographical areas for this investigation. The investigation was a replication of the Halpin and Croft research. Two hundred forty-seven (247) principals and teachers were asked to respond to the OCDQ and the Teacher Attitude Questionnaire (TAQ). The responses from the OCDQ were computerized and analyzed for the patterns of organizational climates. The TAQ responses were analyzed as supporting data. The interaction pattern of the principal and staff defined the organizational climate of a school.

The twenty schools were selected from the sociographical areas of the territory relative to the influence of western culture. Results of the investigation were as follows:

1. Three out of twenty schools were characterized as Open.
2. None fitted the Autonomous Climate.
3. Four elementary schools were placed under the Controlled Climate.
4. One fitted the Familiar Climate.
5. Six elementary schools were characterized by Paternal Climate.
6. Six schools were under the Closed Climate.

Other significant findings were:

1. Indigenous cultural aspects had no effect on the type of organizational climate a school developed. The type of organizational climate a school had was defined by the interaction between the principal and staff.
2. The sociographical location of a school had no bearing on the kind of organizational climate a school developed.

51. MARETZKI, Thomas Walter (Ph. D.). "Child Rearing in an Okinawan Community." Yale University, 1957. 525 pp.

Source: Eells, p. 214; and dissertation.

ABSTRACT

This dissertation is based on field work in an Okinawan village. The research aim was to study child rearing in a non-Western culture, using concepts and methodology which can be applied to similar studies in other societies for cross cultural comparisons.

The community is described in an ethnography in which the focus is on children. It includes data on child rearing agents and child rearing techniques.

Two problems are discussed. The first concerns cross culturally applicable behavior variables and dimensions, in terms of which child rearing can be studied and described. Dependence and independence behavior was chosen as a general subject and broken down into a number of categories which can be defined and observed in children's behavior. Child training practices can also be described as efforts to achieve or discourage such behavior. Knowledge of the whole culture, including attitudes and values of adults, is necessary to understand the aims and to evaluate the effects of child rearing practices.

The second problem concerns the relationships between social structure and child rearing. The question raised is whether assumptions--based in part on experiences from our own culture--that a child's closest relatives are the most important child rearing agents, apply to the Okinawan community. Interrelations between children, three to ten years old, and all persons in the village, related or unrelated, are analyzed in terms of four child rearing factors. It is found that there is not always a clear distinction between relatives and non-relatives in their role as child rearing agents. All members in the community assume an important role in bringing up children older than three years.

It is suggested that the distribution of socialization roles reflects the social organization and dominant values of this small, clustered community. The wide diffusion of affection and support of all community members towards any child in the village is a factor which favors development of emotional dependence. The extension of kinship terms of address towards all persons in the community older than oneself is considered to be an important learning factor in personality development.

52. MONE, 'Alifaleti Malakai (D. Min.). "Adult Christian

'Alifaleti Malakai Mone

Education for the Free Wesleyan Church in Tonga."

School of Theology at Claremont, 1979. 105 pp.

Source: DAI, XL, 3A (September, 1979), 1382-A-

1383-A. XUM Order No. 7919927.

The Kingdom of Tonga has felt tremendously the influence of "change" that have shaken the Kingdom to her "roots." The great winds have blown toward the small islands of Tonga: economics, technology, socio-political powers, migration, immigration, tourism, education and colonial elements which have challenged the traditional systems and culture. And because of the interaction between external and internal values, Tonga has been placed in an uneasy situation. She must decide whether to maintain her national "values" or to change to some "new values" which are up-to-date in the present situation.

The dissertation is a search for and statement of strategies by which Tonga will be able to cope with change. Adult Christian education is suggested as a responsibility of the Wesleyan Church to help meet the change. Christian education and liberation theology are suggested as overlapping tools in assisting adults to evaluate critically the external forces of economic, technological, political, social, educational and colonial elements, yet, at the same time to evaluate and revise the national socio-political systems that dehumanize people. The inter-action between external and internal "values", "norms" and "expectations" have become the great issues for adults to consider.

Adults are the key figures for both change and domestication, because the new generations of tomorrow will depend on their guidance and predictions. If the adults of today are careful in nurturing the younger generations with a realistic outlook today, then there will be hope of abundant life tomorrow economically, physically, intellectually, socially, politically and spiritually. Because of great responsibilities that are held by the adults, they have to be educated in order to understand their roles in society, church and family. They have to act realistically within the context of the Kingdom of Tonga.

'Alifaleti Malakai Mone

A thesis has suggested some of the methods of teaching-learning for adults, in which adults may be able to feel that they are treated as adults and not children. There are some creative suggestions that have been made in stating "why" adults may need continuing learning and also "how" to establish adult Christian education.

Furthermore, there is a background of Wesleyan Church Education with its enabling curriculum and program planning for the present and future of adult education. A proposal for adult Christian education is made based on past experiences in the hope of creating strategies which will help to achieve justice in order that human rights, dignity and equality will be respected.

53. MUNOZ, Faye Untalan (D. S. W.). "An Exploratory Study of Island Migration: Chamorros of Guam." University of California, Los Angeles, 1979. 185 pp. Source: DAI, XL, 1A (July, 1979), 487-A-488-A. XUM Order No. 7915672.

This study concerned itself with the description and analysis of three identifiable migration patterns of Chamorros from Guam to the U.S., in particular to the Los Angeles area. Three types of family migrant groups were identified:

1. Migration initiated because of military commitments.

2. Migration initiated for the purpose of further education.

3. Migration to seek a "new life" on the U. S. Mainland.

Four major problem areas provided focus for the study:

1. Are there any different household characteristics among the three migration types?

2. What are the major characteristics of the migration

groups affecting their westernization and socialization?

3. Are there any differences in westernization and socialization among the migration types?

4. What problems do the Guamanians encounter in the U. S.?

Data was obtained through extensive family and individual interviews conducted by the author of nine military households, nine education households, and twelve search for new life households. The households were selected by sampling a list of Chamorro migrants to the U. S. from lists provided by Southern California Guamanian organizations. A combination of participant observation and interviewing methods (averaging three hours per household) was utilized to gather the data. Aside from a wide variety of demographic household characteristics which was obtained, five specific measures were constructed for the study:

1. Westernization assessed by degree of education, American contact and English fluency.

2. Acculturation assessed by measures of language, food and eating habits, artifacts, family relationships and cultural practices.

3. Assimilation assessed by levels of education, occupation, income, residency, social involvement, and community participation.

4. Adaptation measured by employment, income management, school success, use of community resources, and reaction to social agencies.

5. A total socialization score.

Findings were reported as to the descriptive aspects of the household characteristics and the correlational relationships among them. Many of the patterns seem to be explained by the fact that the search for new life migrants form a later pattern of migration which followed initial settlements by persons motivated by military and educational ambitions. For example, the search for new life group tended to have larger families established on Guam before migration, to be generally less westernized, and to live in areas in the U. S. heavily populated by other Guamanians--to a greater degree than for the other two migrant groups.

With regard to the formal hypotheses:

1. Hypothesis I was clearly supported as to significant differences among the three groups on westernization; the military and education group had significantly higher means on this set of variables than did the search for new life group.

2. Hypothesis II that there would be significant differences among the groups on acculturation received only limited support. The education group scored significantly higher than the search for new life group on family relationship, cultural practices, and the total acculturation score

3. Hypothesis III that there would be significant differences among the three groups on assimilation achieved fairly strong support, with the education and military groups both scoring higher than the search for new life group on a number of the variables in this set.

4. Hypothesis IV that there would be significant differences among the three groups on adaptation was not well supported; only one variable out of five achieved significance.

5. Hypothesis V received support as the education group scored significantly higher than the military group on the total socialization score.

A discussion, supported with case material, included findings in the areas of motivation for leaving Guam, migration patterns, and the problems of intergenerational gaps intensified by the migration experience.

The recommendations from the study addressed three major areas: controlling Chamorro (Guamanian) migration, planning for better assimilation on the mainland, and the larger question of the relationship of the U. S. to its territories.

54. MUSICK, James Edwin (Ed. D.). "Status of Vocational Education in the United States Trust Territory of the Pacific Islands." University of California, Los Angeles, 1974. 637 pp. Source: DAI, XXXV, 3A (September, 1974), 1565-A-1566-A. XUM Order No. 74-20,274.

In February, 1947, the United States undertook the obligation to administer over 2,000 small islands in the Western Pacific. The title Trust Territory of the Pacific Islands first was given to this area, commonly known as Micronesia, when the United Nations awarded the United States a strategic trusteeship over the territory 26 years ago.

Purpose of the Study

Following a historical review of the islands and the development of education the status of vocational education programs was investigated. It was the purpose of the study to provide an analysis of the development of vocational education programs in the Trust Territory of the Pacific Islands. This study attempted to meet the following objectives:

1. Investigate the status of vocational education programs in the Trust Territory.

2. Present a historical perspective of the islands and the development of educational programs.

3. Gather factual information about the existing status of the programs investigated to enable other administrators to make more relevant plans about future courses of action for improvement of the programs.

4. Describe educational, social, economic, and political developments in the Trust Territory and their relationship to vocational education.

5. Draw conclusions from common recommendations and findings of reports, development plans, and other related literature.

Design of the Study

A descriptive study approach using qualititative data was selected because of the nature of the problem and lack of previous research. The method of inquiry used comes under the category documentary analysis within the survey study approach of descriptive research. A compilation was made of the common recommendations and findings from data collected which was the basis for formulating basic generalizations. Based on these and other facts from the literature, conclusions identifying appropriate relationships and trends have been included.

Conclusions

An analysis of the compiled data brought forth a number of conclusions. In general, it can be concluded that for the majority of Micronesian students, completion of high school marks the end of formal education. It would be to the students' advantage if more recognition were given to this termination of instruction and a curriculum designed with this fact in mind instead of viewing high school as preparation for further study. The high school could give more attention to subjects which are of immediate relevance and importance to everyday life in Micronesia and the students' future employability.

1. Development of education has progressed in terms of quantity rather than quality.

2. Agriculture education has not received major emphasis within the vocational education program.

3. Development of the Trust Territory cannot take place and capital cannot be used effectively unless indigenous skilled manpower is available.

4. Except for limited industrial processing of fish and

agricultural products, there has been little manufacturing in the territory.

5. The fundamental principles on which vocational education is based in the United States are equally applicable to the Trust Territory.

6. The present administrative structure of the Trust Territory permits a wide latitude in the availability of vocational education programs offered to the population.

Recommendations

The most important recommendation is that an extensive, territory-wide vocational training needs assessment be made covering all occupational areas. Such an assessment should form the basis for a master plan that would assist in the coordination of all occupational training in the Trust Territory.

1. More effort is needed to coordinate the numerous programs and projects aimed at manpower development.

2. An apprenticeship training scheme should be instituted in the Trust Territory.

3. Vocational education teachers should receive special training related to their teaching areas.

4. High priority should be assigned to the inclusion of a vocational training component in all large construction projects in the Trust Territory.

5. Counseling and guidance programs are needed throughout the Trust Territory.

6. Agriculture education should receive major emphasis within the vocational education program.

7. Scholarship system should require all recipients to be employed by the Territorial Government for a period of time in their chosen occupation following their training.

8. Equipment and tools used in training vocational education students should be similar to what will be available to the trainee when he becomes employed.

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55. NEEDHAM, Ronald Lafayette (Ed. D.). "Change in Attitudes Toward the Sea in Samoan High School Students Enrolled in an Activity-Centered Marine Studies Program." Brigham Young University, 1975. 84 pp. Source: DAI, XXXVI, 7A (January, 1976), 4434-A. XUM Order No. 76-656.

An ESEA Title III marine studies program designed to improve high school students' attitudes toward the sea was implemented in American Samoa. A Likert-type attitude scale was developed to measure the students' attitudes toward the sea. It was revised several times over a two-year period and was tested for validity and reliability. A posttest only control group research design was utilized. One hundred students were given the program and then tested, and 112 students were tested without receiving the program. It was hypothesized that no significant differences would be found between treatment and control group scores.

The students receiving the program were shown to have significantly better attitudes toward the sea than the control group students. The students in both treatment and control group in one school were shown to have poorer attitudes toward the sea than students in two other schools. The variables of sex, age, district of residence and parents' vocations were shown to have no significant effect on attitudes toward the sea. It was recommended that the program be continued and expanded in the Samoan schools.

56. NUFER, Harold Frank (Ph. D.). "Unifying Factors in the Trust Territory of the Pacific Islands: An Analysis For the Period of 1963-72." Tufts University, 1974.

Harold Frank Nufer

527 pp. Source: DAI, XXXV, 6A (December, 1974), 3839-A. XUM Order No. 74-28,566.

The study seeks to analyze selected "unifying factors" found in the Trust Territory of the Pacific Islands, especially during the decade of 1963-72, and examine them as factors contributing to the achievement of the four major goals of trusteeship established in Chaper XII of the United Nations Charter and reiterated in Article 6 of the Trusteeship Agreement of 1947. Thus, the three main parts of this dissertation focus, respectively, on the attainment of the following: development of political institutions, economic advancement and self-sufficiency, and social advancement and educational advancement.

The methods utilized to evaluate those "unifying factors" selected included a tour of familiarization and field work in Micronesia during the summer of 1970, which enabled the writer to see first-hand the progress, or lack of such, found in the islands with regard to the above four goals. Personal interviews with American and Micronesian officials, businessmen, scholars, and young people served as the primary basis for the research. An extensive examination was also made of the annual reports submitted by the Departments of the Interior and State to the United Nations Trusteeship Council, as well as that latter council's reports to the Security Council

Within each of the four goals, outlined above, one may see significant "unifying factors" operative in the Trust Territory; thus, the Congress of Micronesia has been a catalyst for accelerating the "timetable" for bringing the Micronesians into a state of self-government possibly by the latter half of the decade of the 1970's; tourism and the emergence of the indigenous businessman in the Pacific Islands have spurred advancement of the Micronesian economy, although not sufficiently to the point where the islanders may become economically independent; Air Micronesia has enabled the Micronesian peoples to participate in a corporate endeavor and, at the same time, have the benefits of increased air travel available; and the Christian missionaries and the Peace Corps volunteers have made outstanding contributions toward fulfilling the social advancement and educational advancement goals of the trusteeship.

Harold Frank Nufer

From the above analysis of the established goals, the pursuit of which has provided the primary drives toward unification of the six districts within the Trust Territory, there emerges the proposition that, regardless of what the decisions concerning future status and the political fate of Micronesians may be, those unifying factors, mentioned above, will need continued development to improve the existence of Micronesians in their island homes.

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57. PEREZ, Vicente-Roman Leon Guerrero (Ed. D.). "A Comparative Study of the Trust Territory Students' Perceptions of Factors Affecting Satisfaction of College Life at Selected Institutions of Higher Learning." Western Michigan University, 1980. 105 pp. Source: DAI, XLI, 9A (March, 1981), 3935-A. XUM Order No. 8105247.

The purpose of the study was to investigate Trust Territory student perceptions of cultural differences, financial assistance, academic performance, and housing facilities which were hypothesized to affect satisfaction with college life. Comparisons of perceptions were made among the six administrative districts in the Trust Territory and the four undergraduate grade levels.

The population for the study consisted of 468 students from the Trust Territory of the Pacific Islands who attended three institutions of higher learning which were selected for the study. The total Trust Territory student population from these institutions was utilized.

A 45-item questionnaire was constructed using a Likert scale, which was based upon the independent, intervening, and dependent variables. The items were designed as either positive or negative statements. All negative statement responses were inverted for scoring and analysis purposes.

The data analysis of the results consisted of reporting response rates, after which a two-day fixed effects analysis was conducted. In those instances, where the hypothesis was supported, a post-hoc analysis was conducted using the Scheffe test.

The questionnaire return rates from the three institutions ranged from 65.2% to 73.7% with an overall return rate of 72.0%. The hypotheses relating perceptions of cultural differences to districts and grade levels were not supported. Also no interaction effects were found between districts and grade levels upon the perceptions of cultural differences. The hypothesis relating districts and grade levels with perceptions of financial assistance were also not supported. Support was found for the hypothesis dealing with the interaction effect between district and grade level upon perceptions of financial support.

The hypotheses relating districts and grade levels with perceptions of academic performance were accepted. The associated interaction effect was not supported, however.

The hypothesized relationship between grade levels and perceptions of housing facilities was not supported; however, a relationship was found between district and perceptions of housing facilities. There was an interaction effect between grade level and district upon the perceptions of housing facilities.

A relationship was found between the perception of each of the four areas of cultural differences, financial assistance, academic performance, and housing facilities with satisfaction of campus life.

58. PERRIN, Yves R. (Ed. D.). "Towards the Development of Adapted Educational Programs in Tubuai." Columbia

Yves R. Perrin

University Teachers College, 1978. 153 pp. Source:

DAI, XXXIX, 5A (November, 1978), 2703-A-2709-A.

XUM Order No. 7821832.

Educational planners everywhere are faced with the decision of whether to adapt educational programs to the requirements of the communities such programs intend to serve, as no state (generally the decision making body in educational matters) has a perfectly homogeneous population. Various theoretical arguments can be made to support both highly centralized systems and adapted systems, but the hypothesis of the present study is that a successful educational system must be adapted to local requirements. Unfortunately, individuals responsible for the decision making process have, in most countries, favored a centralized educational system, which is certainly more practical from an administrative point of view. A study of a Polynesian island, Tubuai, politically controlled by France and subject to educational programs designed in Paris, offers an interesting case for the study of a foreign educational system imposed on a culturally different society, and indicates the difficulties involved in a successful transfer. The study also illustrates the need for educational programs in Tubuai not only to be adapted to the special needs and wants of the community but to be directed towards the entire community, not just the school age children.

The study was undertaken by first examining the nature of the present educational system, and the participants. By critically analyzing the wants and needs of the Tubuaian community, assessed by methods of observation and interview, the present educational system was found to be inadequate in meeting these requirements. Certain areas of special need which are not presently met (but which could be) by formal educational programs were specifically treated and propositions were given for using available resources to ameliorate the present situation.

The conclusions drawn from this field study support the theories of educational progressivism and cultural relativism: namely, that effective education should be designed to fit the community, rather than requiring the community to fit an educational system. Furthermore, as a society, especially a developing society, is constantly changing, the challenge of educational programs is to grow and develop with that society by keeping abreast of the ever-changing needs.

59. PHILLIPS, Clifton Jackson (Ph. D.). "Protestant America and the Pagan World; The First Half Century of the American Board of Commissioners for Foreign Missions, 1810-1860." Harvard University, 1954. 360 pp. Source: Dissertation, pp. 1-4

SUMMARY

This is a study of the expansion of American Protestantism, as revealed in the activities of a single large benevolent corporation, the American Board of Commissioners for Foreign Missions, in the first fifty years from its founding in 1810. Though New England Congregational in its origins, and based in Boston, it was more nearly a national and nonsectarian organization during this period, embracing also a Presbyterian and Reformed Dutch constituency in the Atlantic and Middle Western States, and for a time Presbyterian synods in the South as well. Although rival societies, mostly denominational in structure, operated in the same field, The American Board was the most significant enterprise of its kind, representing a broad and wealthy segment of the evangelical churches in the United States, sending forth the largest number of emissaries to every quarter of the globe, and maintaining the most extensive overseas establishments. An integral part of the whole benevolent crusade, which fruited in a spate of domestic associations for moral and social reform in the first half of the century, the Board extended the same impulse abroad, widening the vision and sympathies of the religious public which supported Bible, tract, temperance, peace, and similar societies.

Clifton Jackson Phillips

The most important sources for this study are the manuscript archives of the A.B.C.F.M., which contain the original letters and reports from the missions and letterpress copies of all correspondence issuing from the home offices in Boston. Since excerpts have from time to time been printed in the Board's Annual Reports, its official organ, the Missionary Herald, and elsewhere, for convenience of reference I have usually cited the published versions where possible, unless unduly altered in emphasis or so compressed as to impair the full meaning. For the rest, I have used the manuscript sources freely to supplement, elucidate, and correct the printed accounts. Other unpublished materials proving valuable were the records of the prudential committee filed in the headquarters of the American Board in Congregational House, Boston, the papers of the student missionary societies in Andover-Newton Theological School Library, the business correspondence of several American firms in Hawaii and China. The printed sources include official and semiofficial publications of the Board and allied organizations, the monthly and weekly religious press, sermons and addresses, memoirs, autobiographies, and travel and other writings of missionaries and their contemporaries.

After a discussion of the social and intellectual backgrounds of foreign missions, the thesis treats separately the occupation of each sector of the pagan world: British India and Ceylon, Hawaii and the islands of the Pacific, the lands of the eastern Mediterranean and the Middle East, China and the Far East, and Africa, as well as certain parts of North and South America. Three final chapters deal with the general nature of the undertaking, its bearing upon the outlook and attitudes of the people of the United States, and the place of the foreign evangelist in American life. Less concerned with the effects of the missionary incursion upon alien cultures than with the reflex influences of the enterprise in the country of its origin, the thesis gives attention to the sources of evangelical interest in each area, the objects and overall strategy of the directors and agents of the society, the methods employed and the shifts in emphasis, the national and international reverberations of an aggressive Protestant movement, the relations between commerce and missions, and the character of the missionaries themselves and their role in mediating the effects of American contacts with the non-Christian world.

In a period of national isolation the outward thrust of Protestant foreign missions in a spiritual contest against distant paganisms helped to balance the westward orientation of a people much of whose energies was engaged in the physical conquest of a vast continent. The American Board, moreover, faced in two directions, pointing its benevolent aims toward the Indian aborigines at home as well as the heathen races overseas. Only commercial enterprise rivaled the range of philanthropic investment abroad, intersecting its lines of influence at many points. Yet foreign commerce did not capture an equal share of the popular imagination. Unlike the trading activities of individuals or small concerns located in the large coastal cities, the Board's far-flung operations came under a single corporative direction and reacted upon a wide constituency scattered through the nation in inland towns and farm villages. In addition the agents of the religious undertaking were extraordinarily sensitive and articulate men and women, biased perhaps by their crusading purposes, but readier than shipmasters and merchants with pen and voice.

For the most part the expansion of American Protestantism took place without the protection of the flag. Evangelists entered the Manchu and Ottoman domains before the first treaties, and in India, Ceylon, and South Africa made their own negotiations with British colonial authorities. Even in Hawaii, where their work helped bring that island kingdom into the American sphere of influence, the missionaries and their supporters generally disapproved of annexation. By obviating charges of imperialistic ambitions, the noninterventionist and nonentangling policy of the United States was probably a boon rather than a hindrance to missions.

Not that the representatives of the Board ceased to think of themselves as Americans, nor lost their national character during long exile from home. They welcomed travelers, sought aid from their country's naval forces when in danger, and sometimes lobbied at Washington on behalf of their interests. Though dedicated to a task transcending politics, they did not refrain altogether from entering the internal affairs of nations and even international questions, serving actively in the Hawaiian government both in Honolulu and at foreign capitals, furnishing experienced interpreters and officers to the American diplomatic service in China and Japan, intervening in political matters in Africa and the Near and Middle East, and bringing their influence to bear upon rulers and chancelleries all over the world.

Even more important, however, was the role of foreign missions in providing a nexus between the United States and much of the rest of the population of the globe. Representing their nation in regions where little else of their homeland penetrated, these emissaries of religion became the interpreters of remote and alien peoples to their countrymen. Perhaps no other portion of the missionary legacy was so influential as the image of the heathen world this enterprise bequeathed to Protestant America.

60. POEHLMAN, Joanne (Ph. D.). "Culture Change and Identity Among Chamorro Women of Guam." University of Minnesota, 1979. 255 pp. Source: DAI, XL, 9A (March, 1980), 5103-A. XUM Order No. 8005665.

Since World War II, the people of Guam have lived through a period of rapid modernization. This thesis investigates the role Chamorro women have played in this transformation process, and the impact of Americanization on female and cultural identity.

Included is a critique of the anthropological literature on culture change, specifically that dealing with acculturation. The underlying assumptions of the studies are related to the view of the role of women that emerged from them. The impact of a definition of "culture" on the understanding of change is discussed as is the significance of relatively new feminist and cultural identity research perspectives.

Following a brief historical sketch of the Chamorro people, the author examines the responsibilities and acti-

vities of Chamorro women in their roles as wives and mothers. Traditional meanings attached to mother-daughter, wife-husband relationships are described and the impact of the war on these relationships is discussed.

An analysis of the data indicates that the term "matrifocal" can be applied to the Chamorro kinship system. Historical and current accounts emphasize the cultural prominence accorded the Chamorro mother. Her responsibilities for family finance and well-being assure her of a major, if not always obvious, role in the decision-making process. Affective ties between mother and child are well-documented.

Following the war, the Chamorro woman's traditional responsibilities encouraged her to take an active role in promoting new educational and occupational opportunities. In these and other areas, her influence proved crucial in setting directions for the future. The Chamorro woman then, as wife and mother, was no mere spectator on the periphery of change. Rather she was a significant contributor to the post-war transformation of her island. Research cast in terms of an acculturation model might have overlooked this aspect of change. A feminist perspective placing women at the center of the study, allows for a different set of questions and an expanded range of conclusions.

Though advantages have resulted from modernization, many Chamorros today are reevaluating the long-term effects of Americanization. As the familiar context of decision-making shifts, a sense of "cultural loss" is felt. For Chamorro women the situation sets up a particular dilemma. Because of their central roles within the family, they have exerted a strong influence on the direction of change. Because of those same roles, they are expected to maintain a sense of cultural continuity. Here the analysis of Peter Marris in his book, Loss and Change (1975), proves helpful in seeing that both change and continuity can be understood as aspects of a unified process.

For Chamorro women today, questions about cultural identity are linked with questions about female identity. If the family has been at the heart of Chamorro culture,

and if the roles of wife and mother have been central to these family relationships, then as Chamorro women reevaluate and transform their roles, they necessarily redefine the meaning of being Chamorro. Aspects of the 1977 International Women's Year Conference on Guam are discussed to illustrate the connection between gender and ethnic identity. The author concludes by summarizing insights gained from bringing a feminist perspective to bear on studies of culture and ethnic identity.

61. POLOAI, Uimaitua (Ph. D.). "An Investigation of the Relationship Between Self Concept and Selected Academic Achievement Variables: Samoan Students at Samoana, Leone, and Faga'itua High Schools, American Samoa." Brigham Young University, 1980. 187 pp. Source: DAI, XLI, 6A (December, 1980), 2457-A. XUM Order No. 8027654.

The purpose of this study was to determine the relationships between the self concept and academic achievement of Samoan students, American Samoa. Academic achievement was indexed by the high school grade point average (GPA); and the composite scores of the Test of English as a Foreign Language (TOEFL) and the Science Research Associates Achievement (SRA) test. The self concept of ability was measured by the Self Concept as a Learner Scale (SCAL) and the Brookover Self Concept of Ability Scale (BSCAS).

Results of the stepwise regression analyses were used to determine significant correlations, and to develop prediction equations for each of the selected academic achievement variables.

It was found that (1) academic achievement was significantly related to the perceived evaluation of parents, of friends, and of teachers, and (2) the linear combination of the self concept variables of both scales correlated significantly with academic achievement.

Oscar Emilio Porrata

62. PORRATA, Oscar Emilio (Ed. D.). "A Suggested Policy for the Administration and Control of Public Education in Puerto Rico." Pennsylvania State College, 1947. 258 pp. Source: Eells, p. 54; and Published, Rio Piedras, P.R.: Bureau of Publications, Puerto Rico Teachers Association, 1949, pp. iv-vii.

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63. QUITUGUA, Franklin Joseph (Ph. D.). "An Investigation of Factors Which Affect Teacher Satisfaction and Tenure in the Guam Public Schools." University of Oregon, 1975. 203 pp. Source: DAI, XXXVI, 3A (September, 1975), 1224-A. XUM Order No. 75-18,742.

The high turnover of teaching staff each year in Guam's public schools has been a cause for the inadequate continuity in educational programs. Consequently, a certain degree of dysfunction in school operation prevails unceasingly throughout the school system due to the shortage of continuing personnel. The purpose of this study, therefore, was to identify factors affecting teacher job satisfaction and tenure in the public schools of the territory of Guam.

Teachers of the Guam public school system, consisting of 1,218 members assigned to elementary, secondary, and special education classes in 1973-74, were the population for this study. A simple random sample of 305 or 25 percent of the population was requested to participate. From this group, 237 respondents submitted usable self-reporting surveys that were sent to them in May, 1974.

Data were gathered using the Guam Teacher Opinion Survey instrument. Employing a Likert-type scale, this survey contained 125 items measuring teacher attitudes in 18 factors, as follows: interpersonal relations among faculty members, teacher-principal relations, teacher-student relations, school-community relations, school administration, curriculum and instructional services, teacher working conditions, teacher work load, teacher recognition and status, salary and fringe benefits, job security, recruitment and induction, territorial government and education, central administration, educational facilities, possibility for growth and advancement, community living aspects, and future outlook for education.

Face validity was employed in the final selection of survey questions by a panel of five former teachers of Guam. A pilot test on the questionnaire involving eight teachers revealed that the survey material was clear and that the average time necessary for completing the form was 45 minutes. The split-half procedure through the odd-even method yielded a reliability coefficient on the measure of .8194, which was corrected to .90 by the Spearman-Brown formula.

The extreme groups design was used in testing the presence of relationships between variables. Repondents who scored within the upper quartile on the instrument were designated as "satisfied" teachers. Those who scored within the lower quartile were labeled the "dissatisfied" group. The Student t and Chi Square tests were the statistical treatments employed in determining significance of difference between means and the relationships of dichotomized variables respectively.

Data were analyzed to determine relationships, if any, existing between teacher satisfaction and selected demographic and other teacher variables. A survey of factors affecting tenure were sought through four open-ended questions included with the attitude inventory.

Through percentage frequency analysis, the satisfying factors identified were: teacher-principal relations, interpersonal relations among faculty members, future outlook for education, school administration, and school-community relations. Dissatisfying factors were: working conditions, job security, community living aspects, teacher work load, salary and fringe benefits, teacher recognition and status, and territorial government and education.

Chi Square test results yielded high significant relationships ($p<.01$) between teacher satisfaction and each of the following variables: age, residency status, location of teacher training, years taught in Guam, years of experience outside of Guam, type of employment with Guam schools, level of teaching assignment, and the number of previous teaching positions. The variables of sex, number of dependents, and years of college were significantly related ($p<.05$) to teacher satisfaction.

Responses that were reported most frequently to be important reasons for continuation of teaching in Guam were:

"good student-teacher rapport," "enjoyment of living in Guam," and "enjoyment of teaching." Factors that were causing teachers to leave Guam, as reported by the subjects, included: "high cost of living," "poor working conditions," "loss of housing subsidy," and "adverse political interference in school management."

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64. REID, Charles Frederick (Ph. D.). "Education in the Territories and Outlying Possessions of the United States." Columbia University, 1941. Source: TCCU CONTRIBUTIONS No. 825, pp. 562-571.

A Critique and a Summary

The findings and conclusions relating to each of the seven territories have been included in the preceding chapters. In this chapter are presented several important conclusions and recommendations which have general application to education in the Territories and Outlying Possessions.

The examination of the progress and present status of education in these areas reveals both successes and failures. On the credit side is to be found the fact that, as a result of American initiative, influence, and example, the idea of public education has taken root in areas where before it was either non-existent or at best in a rudimentary state.

With the exception of the world-wide depression years public expenditures for education have continually increased. The number of schools has multiplied and enrollments have grown. The scope of educational opportunity made available to the children has been widened. American control has been accompanied by a considerable growth in the familiarity with English, an increase in general literacy, an improvement in health conditions and an advancement of political maturity in the several localities.

Despite these achievements much remains to be done. With the exceptions of Hawaii, the Canal Zone, and the Territorial school system in Alaska, schools in the territories suffer from lack of funds. Local resources are, at best, only adequate to provide educational opportunities on the primary level. Puerto Rico, with a school-age population many times larger than those in the other regions, is unable to provide places in the schools for more than one-half of the number of children.

Inadequacy of financial support for education accounts for the insufficient number of schools in several of the areas. In consequence, in some of the territories illiteracy is still high, the average number of years of schooling enjoyed by pupils is low, no matter what standards are applied, teacher qualifications and, in some cases salaries, are inadequate, and buildings and equipment are far from satisfactory. The ideal of equality of educational opportunity is not fully realized in any of the territories. The traditional character of the curriculum in several territories undoubtedly encourages the dropping out of many students after they have reached the legally required attendance age.

In Guam, American Samoa, the Virgin Islands, the Federal school system in Alaska, and to a lesser extent in Hawaii, opportunities for secondary education are limited to the more gifted children. In the last named area parents are required to pay book rentals and fees for certain courses, a practice which no doubt results in the withdrawal of the poorer children. In two areas, Guam and American Samoa, education suffers from the fact that the administration is placed in the hands of those who are neither professionally trained nor stay long enough to acquire experience. In all the areas there still seems to be an insufficient amount of territorial control over and participation in the school systems.

But the chief failure of educational administration is due to the lack of an educational philosophy based on the cultural, economic, and social conditions, and the peculiar needs and problems of each territory. In the absence of such a philosophy the school organizations in all the territories where traditions, modes of life, and problems differ so widely, have been modeled very largely on that prevailing in continental United States. Such a school program has relevance only to limited population groups--the "Other Caucasians" of Hawaii, and the whites in Alaska and the Canal Zone--which jointly amount to only a fraction of the total population.

In general the curriculum in each of the territories does not reveal a proper balance between the original culture of the indigenous groups and the pattern of civilization brought to these regions by Americans and other white people. The curricula do not sufficiently embody the principles that educational administration should consciously aim at the utilization of some elements of the indigenous cultures, and the grafting on of those elements of western civilization which the territorial groups need for purposes of adjustment to a changed situation. On the contrary, education in the territories takes its points of departure from the mode of life customary within the forty eight states.

A curriculum based upon the American pattern is employed in Hawaii, where large numbers of the population are of Oriental stock; in Puerto Rico, which has a Spanish culture and a Spanish heritage; in American Samoa, where the Polynesian language and culture are still vital; among the Canal Zone Negroes, where the cultural background is generally that of the British West Indies; in the rural Territorial schools of Alaska, where the large majority of the pupils are Indians and Eskimos; in Guam, where the original culture has been almost obliterated but where the American mode of life has not, and probably cannot, take root; and in the Virgin Islands, where the population is descended from the Negroes who were brought in to work the plantations. Only in the Federal schools of Alaska is the preservation of the native culture an aim which receives serious attention. In American Samoa there is little in the school organization which corresponds to its ostensible aim of preserving the native mode of life.

Among the specific elements which limit the effectiveness of a curriculum patterned along American lines are the political status, the linguistic heritage, and the social and economic conditions.

Political status is a factor which concerns particularly Guam, American Samoa, the Canal Zone, and Puerto Rico. The Negroes in the Canal Zone are aliens, and the people of Guam and American Samoa are nationals but not citizens of the United States. The people of Guam and the Canal Zone have practically no share, and the people in American Samoa but little share, in their governments. In such circumstances a civic education borrowed from the states can have but little meaning.

While Puerto Rico has made progress in self-government, its political future remains undefined. In the absence of a clearly defined political policy no long-range educational planning, especially with reference to the curriculum, is possible. The economic and cultural development of the island cannot be intelligently directed without a reliable definition of its future relations to the United States.

Of the seven areas under consideration, only two--the Virgin Islands and the Canal Zone--have predominantly English-speaking populations. The use of English as a medium of ordinary social intercourse is limited in Alaska to the whites, who constitute slightly less than one-half of the total population, and in Hawaii to the "Other Caucasians," who comprise about one-eighth of the total population, and to small fractions of the other ethnic groups. English is used but little in the everyday life of the people in Puerto Rico, American Samoa, and Guam.

Yet English is the sole medium of instruction in all areas with the exception of Puerto Rico, and mastery of the English language skills is among the major aims in all the school systems. On the other hand, no time is allotted for instruction in the indigenous languages in Guam and American Samoa, nor for the languages of the various Oriental-speaking groups in Hawaii. The stress on English and the neglect of the indigenous languages accelerate the disintegration of the native modes of living, introduce a chasm between parents and children, considerably reduce teaching efficiency, and contribute to pupils' retardation and school mortality.

No doubt English has a good claim for representation in the program of instruction in each of the areas. In Hawaii the problem of creating one community out of the heterogeneous population is so pronounced as to justify the use of English as the sole language of instruction in the schools. But even there the possibility of offering other languages in the public schools is worthy of consideration. As for Guam, American Samoa, and Puerto Rico, the dominant position accorded to English is more questionable. Educational authorities in these last named areas have never worked out a theory on which a proper balance between English and the indigenous language can be formulated.

The school systems in the Territories and the Outlying Possessions were established when the mastery of the traditional tools was considered the major aim of education. Within continental United States the school curriculum has since been reconstructed so as to bring it to bear on child interests and the vital problems of adult life.

But in the territories, with the exceptions of Hawaii and the Federal school system in Alaska, the curriculum is still primarily centered in the three R's. While the official curriculum in American Samoa is organized around important aspects of community life, it is not likely, because of an inadequately trained teaching personnel, that this curriculum is effectively administered. The need for a school program which is intimately related to the problems of life, and which is the result of a well-planned social policy is probably nowhere in the United States so pronounced as in the territories.

In the United States there has been an awakening to the responsibility of government toward the social and economic needs of all classes of the people. Health, housing, farm problems, adult education, recreation, and training for unemployed youth have all come to a greater degree than formerly within the scope of governmental activities during the past decade. Although not all are parts of the formal educational scheme, all contribute to education in its broadest sense. Education in the territories should mean education in this latter sense; and the major aim of education in these outlying areas should not be that of inculcating the tools of knowledge, but of teaching the people how to live happily and fully in their own environments.

Basic to the improvement of education in the Territories and Outlying Possessions is the creation of the following conditions:

1. The formulation of an educational philosophy which is related to an appropriate social philosophy.
2. Increased financial support of the public schools.
3. The appointment of professional educators to administrative positions.
4. An improvement in the true professional status of the teacher.
5. A curriculum formulated in line with an appropriate educational philosophy referred to above.
6. A body of research, based upon comprehensive surveys, which will reveal the social and educational problems of the several areas.
7. A Federal division or office competent to deal with the social and educational problems in the territories.

A brief elaboration of some of the conditions necessary to educational progress is contained in seven concluding statements.

1. Economic, cultural, linguistic, political, racial, and educational conditions vary for each area. Consequently, no detailed policy will take care of the peculiar needs of each of the several regions. A significant statement on the administration of British over-seas territories is relevant in this connection.

> Agreement will not be reached on all the outstanding questions in a day or a year or a decade. Hasty and unconsidered action is undesirable. Common principles of action on

> any specific question cannot be reapidly formulated for countries which differ so widely in the stages of civilization and in geographical and economic conditions as do the scattered colonial areas. Each step requires full consideration between the administrations, while experience has shown that there must be reservations in the time limits and methods of application.

The educational policy which is called for must necessarily partake more of the nature of a general orientation than that of a specific program for action. The orientation will prove inadequate if it does not throw light on the following questions:

a. What type of political organization do we deem feasible and desirable in the future?

b. How shall the respective claims of Western and indigenous cultures be balanced?

c. In view of the existing linguistic composition in a particular area, what is the most desirable policy with reference to the indigenous language or languages of that area?

d. In view of the economic, social, and health conditions in the different areas, what program of social welfare is indicated as necessary?

e. On what basis shall educational opportunities be distributed among the various races which constitute the population of a certain territory? Should a single or dual program be maintained in each of the several multi-racial areas?

f. What degree of participation in the control and administration of public education should be accorded to the people of a territory?

The above questions are not the only ones to which an educational policy should be sensitive. If, however, the policy fails to be sensitive to any of these questions, it cannot be said to be a wholly satisfactory policy.

2. Limitation of financial resources is the chief obstacle in the way of educational progress in Puerto Rico, Guam, American Samoa, and the Virgin Islands. Research concerning economic resources and possible tax reforms might possibly discover ways of increasing the extent of local support of public schools. But it is highly doubtful whether, in the best of circumstances, territorial support of public education could be appreciably increased.

   The policy of the Federal Government should definitely recognize the responsibility of the United States to help in raising education to a level that seems to be adequate for each of the particular areas. Within recent years there has been considerable discussion with reference to equalization of educational opportunities in the states by means of Federal aid. Those whose attitude on this issue is in the affirmative point out that education is no longer solely the concern of the individual states, that it now is also the concern of the American nation.

   While the Territories and Outlying Possessions are not states and therefore do not participate actively in shaping a policy for the American people, the majority of the residents of the territories are American citizens. By the several Acts of acquisition or annexation, the Federal Government has definitely assumed responsibility for the welfare of these people. The United States is responsible, not merely for the efficient administration of such funds as a single territory is economically capable of allocating to public education, but also for the procuring of additional funds when the economic capacity of a people is inadequate to care for its own needs. That there is a definite recognition of financial responsibility on the part of the Federal Government on this point is evidenced by the fact that substantial grants are made annually by Congress for educational purposes in some of these areas.

3. The principle that in no territory shall a person be placed in charge of education unless he has had professional training in the administration of public education should be accepted as a matter of policy. It has been shown that in Guam and in American Samoa the task of educational administration is delegated to Navy

Chaplins. To the administration of schools one should bring adequate professional preparation. There is no valid reason for delegating the administration of education in Guam and American Samoa to Navy officers. To be sure, these territories are held by the United States primarily as Naval bases. That, however, should not prevent the Navy Department from appointing professional educators to take charge of the schools. The Canal Zone is held chiefly for military purposes, but educational administration is delegated to a professionally trained educator. Moreover, the Virgin Islands until 1931 were politically administered by the Navy Department, and yet the person in charge of education was a civilian administrator.

4. Improvement of the level of general education and professional training of teachers in Guam, American Samoa, the Virgin Islands, and in the Negro schools in the Canal Zone is a basic requirement in the progress of the school systems concerned. Smallness of populations and limited resources render the maintenance of adequate teacher-training institutions in these areas difficult. One solution might be to provide funds in the school budgets in order to assist students to study on the mainland. The program of assistance might first limit itself to gifted students who show promise of educational leadership and might later be extended to others.

   While teachers of Alaska compare well in general and professional education with those in the states, their work probably suffers from lack of familiarity with the peculiar problems of the Territory and lack of preparation to deal with these problems. This criticism is especially valid for the Federal schools in Alaska. Two possible steps for the correction of this situation are:

   a. Greater provisions by the Office of Indian Affairs for the training of candidates for teaching positions in its schools.

   b. Annual summer sessions conducted by the University of Alaska.

5. There is a distinct need for basic curriculum recon-

struction in Guam, American Samoa, the Virgin Islands, Puerto Rico, the rural Territorial schools in Alaska, and for Negroes in the Canal Zone. In these areas public schools should be agencies for advancing well-planned programs of community betterment. The curricula should center around the basic individual and community needs. The Federal school system in Alaska and the second-unit rural schools in Puerto Rico embody the spirit of the required approach. The programs employed in these schools should be further refined and extended to other areas.

6. The prospects for educational advancement would be promoted by the preparation of comprehensive social, financial, and educational surveys. No educational surveys for Guam and the Alaska Territorial school system have ever been undertaken. The educational surveys for the Virgin Islands and American Samoa lack scientific objectivity. The surveys for the other areas were prepared by specialists more than a decade ago and fail to reflect present-day conditions and needs. It is desirable that any future educational surveys which are undertaken should attempt to do the following:

    a. Give an accurate picture of the cultural, linguistic, political, and economic conditions.

    b. Explore the educational needs and the extent of the territorial capacity to pay for the desired educational program.

    c. Recommend an approach to the problems of curriculum reconstruction in the light of the peculiar socio-economic situation.

7. If one recognizes the need for an educational policy to serve the purposes of guidance in the administration of education in the Territories and Outlying Possessions, he will be forced to the practical conclusion that a policy-making body is needed. A policy cannot be built on the annual reports of the various governors and educational administrators which are submitted to different secretaries in the President's Cabinet. At any rate, none has thus far resulted from such a procedure. Nor can a policy be developed from the educational sur-

veys made by continental educators in the individual territories.

What is necessary is a competent body which will aim to gather, in a comprehensive manner, the significant facts relative to the political, cultural, social, racial, economic, and educational conditions in all the Territories and Outlying Possessions of the United States. It is only such a comprehensive set of important facts that can serve as a basis for this policy.

The Division of Territories and Island Possessions, in the Department of the Interior, established by Executive Order in 1934, is a step in the needed direction. Upon the scope and power accorded to this Division depends largely its future contribution to social and educational development in all the territories. For the present the duties of this Division are merely advisory and its budget and personnel are insufficient for comprehensive work. Moreover, this Division can concern itself with only those territories which are under the supervision of the Department of the Interior--Alaska, Hawaii, Puerto Rico, and the Virgin Islands. It may well be, however, that the establishment of this Division will lead to the creation of an office of Territories and Outlying Possessions with greater authority and added responsibilities.

65. RHOADS, Ellen C. (Ph. D.). "Aging and Modernization in Three Samoan Communities." University of Kansas, 1981. 168 pp. Source: DAI, XLII, 7A (January, 1982), 3216-A. XUM Order No. 8128793.

Statement of Problem

This is a study of the impact of modernization on aged Samoans using the research hypothesis which states that the status of the aged in a society is inversely related to the degree of modernization. Samoa is of particular interest for this problem because there has been a strong traditional value of respect and special care for the aged, and the society has also experienced rapid modernizing change in recent years, including extensive emigration to the United States.

Procedure

Using modernization criteria of health technology, urbanization, and education, communities representing different degrees of modernization were selected as research sites. Field research was conducted on isolated Ta'u island and in Fagatogo, the government center in American Samao, and in the Samoan migrant community in the San Francisco Bay area. Participant observation and interviews with 121 Samoans aged 60 or over were the primary data gathering techniques. Interviews focused on the elders' perceptions of their status in terms of traditional status indicators in Samoa, problems experienced by the aged, a Psychosomatic Symptoms Test, and a morale scale. Unstructured interviews were also conducted with younger adult informants and essays on aging collected from high school students in the two island communities.

Findings

According to the hypothesis we would expect the status of the Samoan aged to be least affected by change in Ta'u, the most traditional village, and most affected in San Francisco, the most modern and also alien environment, with the Fagatogo aged in an intermediate position. Modernization has had impact on aged Samoans, but not consistently in the direction predicted by the Hypothesis.

The aged of Ta'u scored highest of all three samples on psychosomatic symptoms, and had a high reported level of problems experienced. But on the basis of questions regarding their feelings about their own roles and status, the responses were consistently traditional.

Fagatogo elders had intermediate psychosomatic symptom scores and a lower level of problems experienced than the other two groups. There were indications, however, of continuation of high status relative to the past with some decrease in a few preferential treatment areas.

The aged migrants in San Francisco ranked lowest on stress as indicated by psychosomatic symptoms. They did report a high level of problems, which is not surprising for relatively new migrants in a foreign, urban setting. In terms of traditional status indicators these elders, too, are doing well.

The morale score utilized proved to be of seriously questionable cross-cultural validity and was eliminated.

Conclusions

Although the three research sites represent progressive levels of modernization, it was concluded from analysis of interview and observational data that the Samoan aged have retained relatively high status in all three settings. Thus, the aging and modernization hypothesis was not supported. This seems to be due to the continued strength of the Samoan extended family (_aiga_), with the respect and support for age inherent in that system. In San Francisco a factor of additional significance is an emphasis on ethnic identity.

6. ROMISHER, John Michael (Ph. D.). "A Study About Community Education in the Trust Territory of the Pacific Islands." University of Nebraska, Lincoln, 1974. 406 pp. Source: DAI, XXXV, 8A (February, 1975), 4962-A-4963-A. XUM Order No. 75-3443.

Statement of the Problem

The purpose of this study was to analyze Trust Territory educational administrators' perceptions of various community education concepts as criteria for a proposed statement of philosophy for a K-14 community education program for the Trust Territory of the Pacific Islands. More specifically, the study examines the following questions:

1. What community education concepts can be identified from a review of literature related to community education.

2. Which community education concepts, identified from the

review of the literature, are evaluated by selected educational administrators in the Trust Territory as most acceptable for use in a proposed statement of philosophy for a K-14 community education program in the Trust Territory of the Pacific Islands?

3. What community education concepts can be identified from a review of related literature of education in the Trust Territory of the Pacific Islands?

4. What community education concepts were ranked by selected participants as important, based upon the findings of this study, for inclusion in a statement of philosophy for a K-14 community education program for the Trust Territory?

5. What relationships were identified between the administrators' selection of important community education concepts and existing community education concpets in the educational philosophy of the Trust Territory of the Pacific Islands?

6. What findings and recommendations are most appropriate for the utilization of the proposed statement of philosophy for a K-14 community education program for the Trust Territory of the Pacific Islands?

Methodology for the Study

1. The literature of community education was reviewed to obtain applicable concepts for the study.

2. The concepts were presented to a validating committee possessing expertise in community education.

3. The researcher traveled to the Trust Territory of the Pacific Islands to administer the Q-sort instrument to selected educational administrators.

4. The review of literature pertaining to education in the Trust Territory of the Pacific Islands was conducted while the researcher traveled throughout the Trust Territory.

5. The researcher, upon returning to the Mainland, com-

piled, processed, analyzed, and interpreted the collected data.

6. The researcher prepared a proposed statement of philosophy for a K-14 community education program for the Trust Territory of the Pacific Islands based upon his findings and the opinions of selected educational administrators participating in the study.

7. Lastly, findings and recommendations, based upon an analysis of the data collected, were prepared and included in the overall analysis of the study.

Findings

Findings based upon an analysis of data collected for this study are as follows:

1. The body of knowledge pertaining to the subject of community education has increased substantially in the past four decades.

2. Community education concepts were included in the general educational program of the Trust Territory throughout each of the following historical periods:

    a. Department of Navy (1947-1951).
    b. Department of Interior--First Educational Period (1952-1961).
    c. Department of Interior--Second Educational Period (1962-present).

3. Particular stages of growth applicable to each historical period of education in general, and community education in the Trust Territory, included development, expansion, and acceleration, respectively.

4. Emphasis upon community education, or more specifically community control of education, in the Trust Territory, was most significant during the first two historical periods when elementary education was regarded primarily as the responsibility of local communities.

5. Community education in the Trust Territory was neither

organized nor promoted as an overall program within the Department of Education.

67. ROSENSTIEL, Annette (Ph. D.). "The Motu of Papua-New Guinea: A Study of Successful Acculturation." Columbia University, 1953. 213 pp. Source: DAI, XIV, 1 (1954), 3-4. XUM Order No. 6692.

This study analyzes an unusual type of culture contact situation: one in which the native people have successfully maintained the stability and integration of their indigenous culture, while at the same time they have been able consciously to select compatible features of European culture and to adapt them to their own pre-existing culture patterns and values. A dynamic picture of Motu culture is presented, developed from the moment of their discovery in 1873 to the beginning of the current year: 1953, a period of eighty years. The data herein presented were secured through personal observation, from historical documentation in the form of early missionary and travellers' accounts, official government records, scientific reports, newspapers and periodicals, as well as from personal communications from anthropologists and others at present working in the area.

The Motu people inhabit the southeastern coast of Papua-New Guinea, in the vicinity of Port Moresby, the administrative capital of Papua. Traditionally, they subsisted mainly on fishing, horticulture and trade, and had worked out a well-integrated socio-economic system. This included an annual waterborne trading expedition to distant tribes on the Gulf of Papua, for the purpose of exchanging thousands of Motu pots for sago to supplement their diet and wood with which to repair and rebuild their boats, since the Port Moresby area itself has no wood suitable for boat building. Despite their relatively small numbers (the earliest estimate was set at 5,000), they had achieved a position of such prominence that their language had become the lingua franca of the general area, and was spoken by an estimated 50,000 people.

Annette Rosenstiel

Three major factors have determined the course of the culture contact situation:

1. The strategic geographic position of the area.
2. The circumstances under which culture contact took place.
3. The patterns of the indigenous Motu culture.

Port Moresby provides the only deep water harbor on the southeastern coast of New Guinea. It is the gateway to Australia, and is therefore of vital strategic importance to that continent. The area was quickly missionized, and ethnological studies by the members of the London Missionary Society working in the area were accepted as early as 1877 for presentation before the Royal Anthropological Institute. Unusual also was the fact that the missionaries studied and utilized the indigenous culture as a basis for the introduction of European culture and Christianity, working through the medium of the native language itself, which they set into writing as soon as possible after entering the area. One result of this is that today over 80% of the Motu are literate, a truly remarkable record in an underdeveloped area!

Commercial exploitation was restricted by government regulation, and native land tenure was perpetuated. Indenture was introduced on a completely voluntary basis. Considered from the outset as a purely temporary measure, it was finally abolished in 1953. The Australian government likewise guaranteed perpetuation of native custom in the area, introducing laws based on analysis of native custom, and following the scientific suggestions made by a Government-appointed anthropologist.

The area became the focal point of the Japanese advance toward Australia in World War II, thus reemphasizing its geographical importance, and the successful defense of that area was the turning point of the land war in the Pacific.

In spite of the severe culture shock sustained as a result of the war, the basic patterns of the Motu indigenous culture have been successfully maintained, and the Motu have reintegrated within their traditional framework the new cultural items and values presented to them by European culture.

They thus present an unusual instance of successful acculturation, and point up the need for a broadening or reformulation of the theoretical framework at present used in the study of the effects of culture contact upon preliterate peoples.

68. RUBINSTEIN, Donald Howard (Ph. D.). "An Ethnography of Micronesian Childhood: Contexts of Socialization of Fais Island." Stanford University, 1979. 418 pp. Source: DAI, XL, 7A (January, 1980), 4115-A-4116-A. XUM Order No. 8002002.

This study is an endeavor to understand the social world of the Fais child, and to interpret the cultural meanings which inform this world. As an "ethnography of Micronesian childhood," this dissertation thus aims towards two interrelated goals. The larger goal is to elucidate the structure of Fais society, and to interpret the cultural ideologies and values which give meaning to this structure. Within this first general goal, the second and more specific orientation is to indicate the special place of the child in Fais society, and to show how children apprehend their social world. Hence the main theoretical problem of this dissertation is to integrate Fais social structural data with interpretations of the cultural meanings which these structures and events carry for children.

Ethnographic data were collected on Fais during two preliminary visits in the summers of 1972 and 1973, and during 18 months of dissertation fieldwork in 1975-1977. The initial phases of fieldwork involved compiling residential and genealogical histories for the full population of roughly 240 islanders, interviewing of all parents of pre-adolescent children, and general inquiries into land ownership and cooperative labor, food distribution, political authority and sucession, and kinship relations. Later phases of fieldwork focused on close observation of chidren's play groups, and their interaction with elder caretakers and adults. These observations were supplemented by

informal questioning and conversations with children, and by an extensive photographic and film record of children's activities.

This dissertation is organized around certain social and cultural "contexts" of socialization. The first two chapters provide a theoretical introduction to the study of socialization, and situate the field site in an historical perspective. Chapter 3 concerns the boundedness of behavioral settings on the island. The local organizational "model" depicts a complex system of nested and crosscutting groups. The ground plan of these groups creates a spatial and symbolic marking of social categories. The chapter considers these categories as they are expressed in various cultural domains, and demonstrates that different spatial contexts within the settlement are concentrically structured from center to periphery, and carry clearly different meanings and behavioral associations for children.

Chapter 4 develops the concept of kinship "circuitry" to describe the Fais sense that "all things circulate"--lands, goods, and people--as well as to indicate the multilateral and shifting nature of kinship on the island. The following two chapters focus on the Fais house compound, and continue the examination of kinship. Chapter 5 interprets the Fais notions of 'permanent' and 'incoming' lands as they relate to Fais concepts of matrilineal origin and descent on the one hand, and virilocal land-holding groups on the other. This distinction suggests that Fais children's relationship to their mother's land is seen as 'natural' and assured, while their relationship to their father's land is seen as "constructed" and problematic. The developmental cycle serves as a framework for analyzing household composition and showing how children circulate among households. Chapter 6 considers the house compound as a context of socialization, and examines children's early interactions with island activities such as communal work, play, and food preparation. Within these interactions, there is a "socialization of attention" as parents continuously are setting up situations for children to participate in.

Chapter 7 describes adoption and analyzes the changing

Donald Howard Rubinstein

incidence of adoption on Fais during the past century. The chapter seeks to interpret the psychological message of adoption within the "social organization of sentiment" on Fais, by showing how natural and adoptive parents develop distinct expressive styles in interactions with their children.

Chapter 8 explores the nature of authority and autonomy on Fais, and examines how political relations and domestic socialization networks both show a similar organization of authority. Children are incorporated into these hierarchically structured networks, as caretakers for younger toddlers and infants, and hence they develop an early double role as both subject and agent of parental authority.

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69. SALEEBEY, William Michael (Ph. D.). "Educational Problems of Samoan Migrants: An Exploratory Study." University of California, Los Angeles, 1980. 141 pp. Source: DAI, XLI, 1A (July, 1980), 148-A-149-A. XUM Order No. 8016037.

This study examined the educational problems commonly faced by American Samoan migrant students. The focus was upon students in colleges and universities in the San Francisco area, which has a relatively high concentration of Samoan population. Ten Ss (five who are currently enrolled, two drop-outs, and three graduates) were intensively interviewed and observed at school, in the classroom, and at their residences.

This was exploratory research utilizing qualitative methods. It was designed to generate hypotheses for the remediation of the stated and observed problems. An effort was made to identify critical variables related to the problem to be studied by future researchers with larger numbers of subjects.

Previous research on this topic has been minimal. The Samoan population, which has been obscured in many census and minority groupings, has been largely ignored. Recordkeeping in American Samoa has made supplemental data difficult to obtain. In addition, there were no Samoan faculty, counselors, or administrators at any of the institutions involved in the study.

The results of the investigation isolated the following variables as important in the educational adjustment of American Samoan migrant college students:

1. Inadequate preparation in American Samoan high schools for education in the United States.
2. Inadequate study skills.
3. Lack of confidence in English.
4. Lack of verbal participation in class.

Other variables such as family interference, lack of independence from others, and fear of ridicule were mentioned but received less support in the Ss studied.

The college graduates were interviewed in order to determine the skills and factors related to their completion of college. It was found that they developed confidence in English, learned to ask questions, became more independent from their family, learned to relate with non-Samoans, had fewer outside activities, learned to utilize educational resources, and learned how to manage their time more effectively.

Based upon the results of the study, it is expected that an orientation program, including both informational and workshop components, would be beneficial to migrating students in the future. In addition, parent education dealing with the demands of college might help remediate the problems. Intensive English language training including positive feedback, the use of succeeders as mentors for newly migrating students, and the implementation of counseling which is sensitive to the needs of the Samoan population is recommended. Potential migrants should be warned of the various differences between schools in American Samoa and colleges in the United States. Finally, it is expected that the future success of American Samoan migrant students will be increased if Samoan staff were present at the colleges and universities.

70. SANCHEZ, Pedro Cruz (Ed. D.). "Education in American Samoa." Stanford University, 1956. 255 pp. Source: DAI, XVI, 4 (1956), 705. XUM Order No. 16,009.

Problem

To trace the historical development of public education in American Samoa and to isolate and describe the conflicts and congruities of this system and the traditional educational system (cultural transmission) as a contribution to an understanding of problems in the administration and organization of the public schools.

Divisions of the Dissertation

There are four broad divisions of the dissertation. Part One describes the general characteristics of the traditional Samoan culture and the process of cultural transmission.

Part Two traces the history of the American-introduced educational system covering the period between 1904 and 1954.

Part Three contains an examination of American public education and the traditional indigenous education in such categories as purpose, content, method and personnel in order to define the areas of conflicts and congruence between the two systems. It also examines the changes in the public school system to see the extent to which the system has been modified to make it more congruent with the contemporary Samoan cultural context.

Part Four suggests a possible approach to education in American Samoa.

Pedro Cruz Sanchez

Results of the Study

The basic assumption behind this dissertation is that without a knowledge of the conditions of Samoan society, it is impossible to interpret its educational requirements. The study reveals the following:

1. American Samoa has a highly organized culture and system of education of its own, which, for several reasons, is conservative and traditional.

2. There are influences at work in Samoan society at the present that are recalcitrant to modification and that cannot feasibly be blocked at the present time. Students of Samoan society are generally agreed that most of the fundamentals of Samoan society remain essentially unchanged.

3. Prior to 1933 the policy of the school system was one of rapid westernization. Since 1933 it has been a policy of conserving the best in Samoan culture and introducing selected elements of Western cultures.

4. The content of the school curriculum on the whole has not been consistent with this basic policy, and at times has worked against it. The curriculum has been alien to the Samoans in content in the sense that the introduced knowledge, skills and modes of behavior are rooted in foreign, Western culture. Consequently, most of the introduced material has been in conflict or in competition with elements in Samoan culture.

5. A further barrier to the development of effective education is that the public school teacher, be he an American or a Samoan, receives no status in the Samoan society by virtue of his position as a teacher, although the Samoan teacher has a status by virtue of his being a Samoan.

6. The teacher in Samoa is the slave, usually unconscious, of circumstances largely beyond his control. He is under twofold bondage: the bondage of an ideal, and the bondage of fact. The ideal is that of mere knowledge as the chief and almost the sole end of all teaching and learning. The fact is that the teacher himself has

been educated under these conditions and professionally trained, if at all, to perpetuate them. Consequently he finds himself incapable of adjusting the educational system and its methods to the conditions of life in Samoa, and finds himself equally incapable of adjusting Samoans to the demands of the modern world as mediated by formal education.

7. To be effective, the public school program must be adapted to the Samoan society and its environment. Its teachers must be capable of assisting the society in conserving as much as possible all sound and healthy elements in its social life and adapting them where necessary to changed circumstances and modern progressive ideas.

7. **SCANLAN**, Saeu Leau (Ed. D.). "A Follow-up Study of Graduates and Non-Graduates of the Community College of American Samoa for the Years 1972, 1973, and 1974." Brigham Young University, 1975. 96 pp. Source: DAI, XXXVI, 7A (January, 1976), 4298-A. XUM Order No. 76-678.

The purpose of this study was two-fold.

1. To assess the academic performance of 1972, 1973, and 1974 graduates and non-graduates of the Community College of American Samoa.
2. To determine the graduates' assessment of:
   - a. The educational program.
   - b. Student personnel program.
   - c. The relevance of the educational preparation of graduates.

A questionnaire was either mailed or hand-carried to 100 graduates to obtain information; cumulative records were utilized in collecting most of the data. A random sample of nongraduates was interviewed in person and by telephone because of insufficient information about them in the college records.

The academic performances of graduates studied were satisfactory. It was reported that college academic activity was about as difficult as, was stimulating as, and instructors were more helpful than expected. Students were getting help from counselors. There were not enough social and student activities offered.

72. SHAHAN, James Buhl (Ph. D.). "American Colonial Administration in the Western Pacific: A Study in Civil-Military Relations." Ohio State University, 1950. 335 pp. Source: Eells, p. 212; and Ohio State University, ABSTRACTS OF DISSERTATIONS (Summer, 1950-51), pp. 481-486.

This study is concerned with the military and political aspects of American colonial administration in the western Pacific. Four areas are included: the Philippines, Guam, American Samoa, and the Trust Territory. With the exception of American Samoa, each of these areas was taken by American military forces, and American Samoa has been under the administration of the Navy for the last half-century. Certain other Pacific areas, such as the Hawaiian Islands, are not included in the study. The reason for this omission is that the Hawaiian Islands, which formally annexed themselves to the United States in August, 1898, were immediately organized into a territory of the United States. Accordingly, Hawaii presents no question of military administration pertinent to this study.

Several minor American possessions in the western Pacific, such as Wake and Midway islands, are likewise excluded. While they have strategic value, particularly as air bases, and have been under naval control, they have insufficient native population to warrant their inclusion in the study. In addition to these areas, certain islands of the western Pacific now under the control of American military forces are also excluded. These islands were Japanese possessions and their legal status remains undetermined until a peace treaty with Japan is completed. They include Okinawa and the Bonin Islands.

The plan of this study involves an examination of:

1. Some of the military and political aspects of American colonial administration in the Philippine Islands, including some postwar problems facing the Philippine Republic.

2. The Navy's administration of Guam since 1898.

3. The administration of American Samoa and the newly acquired Trust Territory, including pertinent problems arising from the transfer of these islands from the jurisdiction of the Navy to the Department of the Interior.

4. Some critical observations concerning the successes and failure of the program of colonial administration in the western Pacific.

The first area of the study, the Philippines, constitutes the largest island group in the Malay Archipelago, with a total land area of 114,830 square miles and a population of approximately 20,000,000. The United States acquired these islands in 1898, when a peace treaty was signed which ended the Spanish-American War. The American Army remained in the islands for three years longer, however, to put down the Filipino forces of insurrection led by General Aguinaldo. From the beginning of the Philippine occupation, American policy has been directed toward preparing the Filipino people for independence, as the public utterances of Presidents William McKinley, Theodore Roosevelt, William Howard Taft, and others, indicate

The Philippines passed through several stages of political development before indipendence could become a reality. The first form of American government in the islands was purely of a military character. This gave way to civil administration when a Philippine Commission, appointed by the President, arrived in the islands in the summer of 1900. This Commission was unable to function adequately, however, until a condition of peace and order was restored.

In the first few years of Commission rule its powers expanded, while the powers of the Military Governor diminished. A Philippine legislature came into being in 1907. The Philippine Commission constituted the upper branch of that body, and a popularly elected Assembly constituted the lower branch. The powers of the Commission decreased as more responsibility was assumed by the Assembly. The Filipino people assumed an increasing voice in the Commission also. By 1913, in Woodrow Wilson's administration, they constituted a majority of that body. With the passage of the Jones Law in 1916, the Commission was abolished and an elective bicameral legislative body was created. In 1934, Congress passed the Tydings-McDuffie Act which granted complete independence to the Philippines, effective in 1946.

Although the Filipinos acquired a measure of political experience during American administration of the islands, they were not completely prepared for economic and military independence. Their economy was largely dependent upon trade with the United States, and they were not strong enough militarily to withstand invasion by an aggressor with the strength of the Japanese forces which overran the islands in World War II. Since that war, the United States has taken a number of steps to bolster the economy of the Republic of the Philippines and strengthen her defenses. Nevertheless, many problems remain, including the control of the Hukbalahap guerrilla forces in Central Luzon. The Philippine Republic, under the leadership of President Quirino, has assumed a leading role in the movement for the creation of a Pacific Union to ensure the continued independence of the newly created states in southeast Asia.

Turning to Guam, one finds it quite natural that the Navy rather than the Army should assume responsibility for administration there. Guam is the largest island of the Mariana group, although it is only 225 square miles in area and has a native population of less than 30,000.

For several months after its capture by American naval forces in 1898, no effort was made to exercise jurisdiction over the island, pending the outcome of the Philippine engagement. Shortly afterward, however, the Navy was given responsibility for Guam since it could be used as a refueling station for naval vessels. Since 1898, the island has remained under naval rule, but is now being transferred to the control of the Department of the Interior.

Naval rule was interrupted in 1941, when the Japanese invaded the island. Guam remained under the control of Japanese forces until American reoccupation in July, 1944. Then, for a period of almost two years, the island's administration was under American military government, administered by the Navy. In 1946, naval control of the prewar type was resumed. Since then, Guam's government has been administered by a naval officer appointed by the president. Although the governor was invested with legislative as well as executive and judicial powers, the gradual emergence of the Guam Congress has tended to limit his legislative power. At first, Guam's legislative body was purely an advisory organ. However, in 1948, it was granted much legislative authority. The Guam Congress can now pass a measure over the governor's veto and have it referred to the Secretary of the Navy for final action. Despite the centralization of authority which has been in the hands of the governor, naval administration on Guam has not been inconsiderate of the rights and welfare of the people, and an excellent job has been done in such areas of government as public health, sanitation, public works, and education.

The Navy's control of the island's administration has not been without criticism, however. Guam has been the only territory taken over from Spain in 1898 which has not been granted local self-government, and with the exception of American Samoa, is the only overseas possession of the United States which has been denied the same. Some critics of naval rule have charged that the Guamanians have not had liberty under law. In 1931, Guam's governor promulgated a Bill of Rights for the people, but these rights did not receive the legal sanction of the United States Congress. Moreover, the United States Congress has been extremely slow in granting American citizenship to the people of Guam, and in enacting an organic law for the island. In 1950, however, Congress finally has taken action in the form of the Peterson Bill, which was passed by the House on May 23, 1950, and the Senate on July 26, 1950. Accordingly, it can be said that Guam is well on the road to local self-government.

Turning now to American Samoa and the Trust Territory: American Samoa is a small Pacific island area, approximately one-third the size of Guam and with less than two-thirds the population of Guam. It includes the island of Tutuila and other islands of the Samoan group east of longitude 171° west of Greenwich. The Trust Territory, which covers some three million square miles in the western Pacific, includes the islands of the Marshalls, Carolines, and the Marianas (except Guam). It has about three times the combined land area of Guam and American Samoa, but is only slightly larger in population.

The people of American Samoa are not as well prepared for self-government as the people of Guam since the ancient Samoan pattern of life, particularly the matai concept of local administration, makes difficult the introduction of new political methods. While the United States secured the islands in 1899 as a result of a three power treaty between Great Britain, Germany, and the United States, the High Chiefs of the islands of Tutuila and Aunu'u "voluntarily ceded" these islands to the United States on April 17, 1900. The High Chiefs of the Manu'a island group ceded their island four years later. The important role played by the High Chiefs, in ceding the area to the United States, has helped them to maintain their influence and retain the matai concept of authority. The Navy has made only slight modifications in this system and has woven reforms around the existing pattern rather than replacing it with a plan of operation unknown to the people of the islands.

In the fields of education, public works, and public health, however, the Navy has not hesitated to make reforms. In fact, a good school system based upon American standards of organization and control has been built up. In the field of public health, a vigorous effort has been made to uproot "bush medicine" with its barbaric practices and to institute modern medical and preventive measures. In general, the Navy plan of organizing government on American Samoa follows the system used on Guam, particularly in the establishment of administrative departments. There is some similarity in the court structure also. Although American Samoa's legislature has not developed so fully as Guam's legislative body, this lag in development is due primarily to the fact that the matai system does not recognize the individual as the basic unit of political life. The creation of a bicameral legislative body in American Samoa in 1948 is evidence of progress, but a more definite break from the matai concept is needed before American Samoa's legislature can function on a democratic basis.

The people of the Trust Territory are less fitted to assume the responsibilities of self-rule than either the Guamanians or the Samoans. While Guam and American Samoa have been under the control of the United States for the last half-century, the Trust Territory was first occupied by American troops during World War II and in 1947 was turned over to the United States as a strategic mandate under the authority of the United Nations Security Council. As a result, the Navy has been in the Trust islands less than a decade. The Trust Territory is confronted with many problems which do not exist in Guam or in American Samoa, particularly the problems of transportation and communication. Differences of culture, language, customs, and training increase the difficulties of establishing a central government for the whole area. Nevertheless, present plans contemplate the transfer of both American Samoa and the Trust Territory to civil control in July, 1951.

By way of conclusion, several observations are made. The first of these is that in virtually every instance American military forces have assumed governmental responsibilities in the western Pacific because of the exigencies of war. As a second point, the governments established in Guam, American Samoa, and in the Philippines during the early part of American occupation have been of a military character, based upon the war powers of the president, as set forth in the Constitution.

It can be said, in the third place, that while American military administration in the western Pacific has been quite successful in some fields--such as public health, sanitation, public works, education, et cetera--several shortcomings are also to be noted. The principal criticism which can be made is that naval rule has not been conducive to democratic self-rule, as it is known at home. This is particularly noticeable in American Samoa where naval administration has not prepared the people for self-rule and has tolerated the continuance of an ancient, undemocratic system of local government. Other shortcomings are:

1. The Navy has tended to assign naval officers to administrative duties for which they have not had previous experience or training.

2. Naval governors, as a general rule, have not been reassigned to the same duty or to similar duties.

3. The term of office has been all too short to develop the kind of experience in civil government that would be productive of the best results.

A fourth observation is that military policy in the past has played an important part in determining the character of our colonial government in the western Pacific, and probably will continue to do so for many years. Although the United States has granted independence to the Philippines, these islands continue to have an important strategic value for American military defenses in the Pacific. Likewise, as our line of defense in the Pacific has moved farther toward the east, Guam has become a major base whose strategic location makes it a vital factor in the United States' plan of security. While American Samoa has been relegated to a minor role in the American plan of defense, the newly acquired Trust Territory has become increasingly important.

Finally, it may be said that American policy toward the government of these territories in the western Pacific is now in a gradual process of transition, with Guam, American Samoa, and the Trust Territory being transferred from the control of the Navy to the Department of the Interior. Although the military factors which were present when the United States entered the Pacific as a colonial power have remained virtually unchanged after more than a half-century, it may be safely stated that at no time has American policy contemplated a continuing system of military administration for these areas. In the Philippine Islands, a policy providing for eventual independence for the Philippines was established at the very outset. This policy of self-government, adopted for the Philippines, is now being extended to other areas in the Pacific, such as to Guam, American Samoa, and the Trust Territory. Unlike the situation in the Philippines, however, these islands do not have sufficient population or size to permit them to be treated as potential states in the American union, or as independent republics in the family of nations. Accordingly, they may continue to have the status of military outposts, since their military significance constitutes their primary value to the United States.

73. SINGH, Silas P. (Ph. D.). "British Influence on Education of Fiji: Emerging Patterns." Southern Illinois University, 1972. 297 pp. Source: DAI, XXXIII, 5A (November, 1972), 1993-A-1994-A. XUM Order No. 72-28,556.

The Fiji Islands became an idependent nation on October 10, 1970, after having been a British Crown Colony for some 96 years. This study critically examines the influence of British policy on the development of formal education in Fiji for the period of 1910-1970. Special attention is given to the analysis of the relationship between the stated British educational policy and the educational system as it actually operated. Also an attempt is made to identify the effects of prevailing Fijian socio-cultural forces (such as cultural pluralism) on the development and operation of the educational system and examine various reactions to educational policy among the populace of Fiji. Field research was conducted in Fiji in the summer of 1970.

The majority of Fiji's primary and secondary schools were financed entirely or partly by the government. British educational policy was to grant maximum assistance in social and educational facilities to those areas and institutions that offered to do most for themselves. The quality of education in a particular school was dependent upon the economic wealth of the district or island. Schools in poor districts with lower money incomes attracted little financial assistance from the government.

The British tended to emphasize education for boys rather than for girls. It was not until 1947 that the necessary attention was given to the education of Fijian and Indian girls.

The question of English as the medium of instruction in schools is not clearly resolved. Passing of English as a language in all higher certificate examinations is mandatory. New Zealand Matriculation and New Zealand School Certificate as well as Senior Cambridge School Certificate (England) examinations are still offered in Fiji. Secondary education in Fiji is patterned on the New Zealand system with a West European slant.

Approximately one-fifth of the total population of Fiji are school students. In 1969 there were 116,154 elementary and 14,622 in secondary (including technical and vocational) schools. Because education in Fiji is neither free nor compulsory, some 17,000 children who were in the age range of 6-13 years were not in school in 1969 (a dropout rate of 11.7 percent). In addition to this problem of a relatively high number of absentees, there is a high proportion of dropouts as well as an incredibly high percentage of failures in the Secondary Schools Entrance Examination (SSEE). Of the 7,256 candidates for SSEE in 1968, 3,704 passed, which means that 49 percent of the students failed. Annually, some 50 percent of students fail the SSEE with no further opportunity for schooling.

The great number of partially educated young persons presents grave problems of employment. A projection of school leavers (either through lack of finances or failing SSEE) for 1969 and 1975 was computed. The figures were 12,190 for the year 1969, and 15,910 for 1975, an average over six years of about 14,000 a year. The number of school leavers over the decade may be something approaching 160,000. The estimated job opportunities for

1971-76 by industry total 56,000. Statistics indicate that the greatest need lies in agriculture, manufacturing, and commerce. The greater emphasis should be in curricula regarding the development of agriculture, industrial, and commercial aspects of education. The British system failed to meet the current needs of Fiji. Education in Fiji, however, is not a key to development unless it is coordinated with national needs and goals.

74. SMITH, Alfred Goud (Ph. D.). "Literacy Promotion in an Underdeveloped Area." University of Wisconsin, 1956. 387 pp. Source: DAI, XVI, 11 (1956), 1997. XUM Order No. 18,445.

This thesis analyzes the linguistic and ethnological methods of a specific program for promoting literacy in one underdeveloped area, the Trust Territory of the Pacific Islands. It aims to systematize the problems of the field of literacy promotion as a branch of applied anthropology, and to present new techniques and concepts that were developed in the Trust Territory.

This literacy program was a practical operation designed to meet the needs that arose from the contact between Micronesian and American cultures. Therefore, the introductory chapters analyze the nine culture areas in the territory; the American administration of the territory; how the administration recognized a literacy problem; how, in 1950, it recruited the author to help solve this problem; and how he organized and directed a program, working in and for the territory until 1953.

The body of the thesis gives a functional analysis of the program, which included six interdependent parts. The first part was planning. Its plans were formulated by considering three basic questions that arose from actual conditions: Literacy for whom? Literacy for what? and literacy in which language? By considering these questions the program formulated plans to promote literacy among all of the Islanders, first in their own particular speech and then in English. It planned to change literacy rates, but not languages, speech, or anything else. Since the program had to deal with the complex groupings of local languages and dialects, and had to teach each Islander to read and write without changing or standardizing his particular language, the program developed the concept of a language continuum. This concept regarded local dialects as generally continuous transitions from one to another, without demarcating discrete dialect boundaries. Linguistic analyses were made of a selected focal dialect in each area, and the results of these analyses were then adapted to the other dialects in that area.

The second part of the program involved preliminary procedures which consisted of: taking a literacy census; making a survey of the languages and dialects spoken in the territory; and developing a program for promoting the conditions for literacy in those areas where literacy had little meaning for the people, and where, therefore, literacy itself could not be promoted effectively. Although the literacy census was planned in detail, it was never taken. A complete language survey was made; and a pre-literacy program was conducted, but it did not demonstrate conclusively that the concept of pre-literacy training is a valid one.

The third part of the program involved technical procedures which provided systems of writing for local languages that had not been written before. These writing systems included accurate and practical orthographies, and guides to punctuation, grammar, and usage. The development of these systems required adaptations of academic linguistic principles to meet the practical problems. The technical procedures also included introducing the systems of writing to the people, and adapting the system for the focal dialect of an area to the non-focal dialects.

The fourth part, operational procedures, involved teaching the people to use these systems of writing. This included the preparation of texts, the selection and training of teachers, providing for school facilities, and devising curricula and teaching methods.

The fifth part involved teaching the Islanders English

Alfred Goud Smith

as a second language, and teaching island languages to American administrators in the territory. The teaching of foreign languages in the island setting followed the same approach that was used in promoting literacy proper.

The sixth and final part involved evaluating the program through external evidence, such as follow-up surveys, and internal evidence, such as difficulties encountered in conducting the program. Although a follow-up survey could not be made, other kinds of objective evaluations provided specific suggestions for future literacy programs.

75. SMITH, Donald Francis (Ed. D.). "Education of the Micronesian with Emphasis on the Historical Development." American University, 1968. 328 pp. Source: DAI, XXIX, 5A (November, 1968), 1435-A-1436-A. XUM Order No. 68-14,968.

The purpose of this dissertation was to trace the development of the Micronesian educational system under the Spanish, German, Japanese, and American administrations. Emphasis was placed on the American period to analyze and to interpret the total educational program to determine whether it was advancing or retarding the development of education in Micronesia. In analyzing the problem, the writer investigated the following subproblems:

1. Official positions of the various colonial powers regarding education.
2. Distinctive educational programs of the colonial powers.
3. Important educational policies and programs of the United States in relation to its obligations under the United Nations Trusteeship Agreement.
4. Evidence indicating that the educational system established as of 1966 had advanced the Micronesians

toward universal free education.

The writer believed the study would be of importance since it was one of the first detailed historical studies of education in Micronesia and would provide a basis for future investigation in the area and for future comparative studies of other trust territories and non-self-governing areas of the world.

The problem was analyzed and interpreted through examination of primary and secondary data. The primary data consisted of United States Government documents, books, periodical literature, letters, and United Nations reports. Secondary data were composed of books, periodicals, and news items.

There is a lack of knowledge concerning prehistoric Micronesia and the exact origin and causes of the people migrating from Asia into the "tiny islands." Contact with the western world began in the sixteenth century, with successive domination of the islands by Spain, Germany, Japan, and the United States, each of these powers having its own motives and policies in Micronesia.

Early education in Micronesia was informal and largely the responsibility of the family, although specialized training was provided. The various motives and policies of the colonial powers determined their educational policies. The Spanish used education as a means of conversion and indoctrination in the Catholic faith. The Germans left education primarily in the hands of the missionaries, although they did introduce compulsory education laws. The Japanese did more for the Micronesians than the two previous powers by establishing public schools for the natives. They also established a vocational program that had not been equalled in the Territory even in 1966. Other agencies that made substantial contributions to education were the Catholic and Protestant missions which labored diligently to lay a foundation for education in the islands.

American education from 1945 to 1966 contributed substantially to the advancement of the Micronesians toward self-government. Under a Trusteeship Agreement with the United Nations, the United States was committed to the political, economic, and educational development of the people of the Trust Territory of the Pacific Islands. In carrying out its obligations, the United States established a free universal public school system. Well-balanced academic and vocational programs were provided, as well as opportunities for adult education and for further education abroad for those who would profit. A new chapter in the history of Micronesian education was opened in 1966 when Peace Corps volunteers were sent to the islands to assist in educating the natives. The only threat to continued expansion of American efforts in education in 1966 seemed to be budgetary limitations imposed by the United States Congress.

76. SMITH, Joseph Raymond (Ed. D.). "A Study To Develop A Business Curriculum For Samoan and Tongan Students." Colorado State College, 1962. 243 pp. Source: DAI, XXIII, 11 (May, 1963), 4172. XUM Order No. 63-1130.

Statement of the Problem

The problem was to determine if the present business curriculum at The Church College of Hawaii is providing for the employment needs of students from Samoa and Tonga.

Procedures

A modified Delta Pi Epsilon Standard Community Survey was used as an interview check list. All respondents were personally interviewed. Results of the different interviews were tabulated and interpreted.

Findings, General Information about Business in Pago Pago, American Samoa and Nukualofa, Tonga

Most business offices in Pago Pago and Nukualofa were government offices. In Samoa the average government office employed about three bookkeepers, one secretary, two clerks, and two general office workers. The average government office in Tonga employed an average of two bookkeepers, one secretary, six clerks, and one general office worker. The majority of the office workers were native people. The chief media for securing new employees were employee recommendations, "Help Wanted" advertisements, school placement service, and personal applications. Employees were required to speak English as well as their native languages. Business recommended that the academic program of the high schools be modified to accommodate practical (vocational) education.

Findings, Information about Specific Jobs in Pago Pago, American Samoa and Nukualofa, Tonga

In Samoa the average government office has 12.2 employees, and in Tonga the average was 6.6 employees for each office. The average business employed 4.3 persons. Minimum educational requirement for government office employment was graduation from high school. Most of the businessmen in Tonga required the passing of the Lower Leaving Examination (equivalent to completing seventh grade).

Minimum business education requirements for the new worker in Samoa were one year of typewriting, bookkeeping, and business arithmetic. Minimum business education for new employees in Tonga were: bookkeeping, typewriting, business arithmetic, shorthand, and introduction to business. Employers reported that the level of achievement of beginning workers was low.

Findings, Specific Information about the Individual Office Worker in Pago Pago, American Samoa and Nukualofa, Tonga

Approximately two-thirds of the employees had been with their present employer for at least three years. Employees reported that the subjects which were most useful to them were bookkeeping, typewriting, and business arithmetic. Employees stress the importance of mastering the "three R's."

Findings, Office and Distributive Employee Skills and Preparation by the Schools

Secretaries recommended that such duties as taking dictation, transcribing, composing letters, and sorting mail be taught in school at the skill level. Bookkeepers recommended that the use of the general and special journals, general ledger, financial reports, cost records, computing ratios, preparation of payrolls, bank reconciliation be taught in school at the skill level. Typists recommended that the following duties be taught in school at the skill level: typewriting from copy, letters, statistical reports, fill-in forms, index cards, radiograms, and stencils. Distributive employees suggested that the following duties be taught in school at the skill level: customer relations, packaging, care of stock, and receiving merchandise. Other office activities recommended by employees to be taught in school at the skill level include: computing prices and extensions, filing, handling mail, proofreading, shipping, receiving, and reception work.

Conclusions

1. Bookkeeping, secretarial, clerical, and distributive jobs exist in Samoa and Tonga, but employment opportunities are rather limited. Some students who prepare for business careers may need to seek employment overseas.

2. Since government agencies will hire more office workers than business, prospective employees should plan for a career with government.

3. Qualified native people will have a better chance for employment than non-qualified.

4. Employers want prospective employees to have had as much education as possible.

5. Students should aim for a high level of achievement in skill business courses.

6. The school should play a greater role in placing its graduates in business.

7. Present curriculum at The Church College of Hawaii should be revised to meet the educational needs of Samoan or Tongan students.

E. Richard Sorenson

77. SORENSON, E. Richard (Ph. D.). "The Evolving Fore: A Study of Socialization and Cultural Change in the New Guinea Highlands." Stanford University, 1971. 667 pp. Source: DAI, XXXII, 8B (February, 1972), 4377-B. XUM Order No. 72-6001.

A dynamic interplay of ecological, demographic, and social factors has shaped a century of Fore cultural evolution. Playing a crucial role in this development were child rearing and socialization practices which conferred on the Fore people a cultural flexibility and an unusual capability for rapid, nontraumatic change.

Because the Fore were a small, isolated cultural enclave uninfluenced by the developing technological world until the end of the 1950's, they have presented a natural experiment in the elaboration of patterns and styles of human response and social development. The Fore differed in several respects from peoples under the aegis of Western or Eastern civilization or of any major religion, and they exposed the growing infant and the young child to a quite different language of touch and embrace, nursing and feeding, gesture and movement, and bodily contact, as well as to different requirements of manners, mores, and education. The isolation of the Fore confined perturbation of their cultural practices to that locally generated, and this has made it easier to determine their patterns of activity and development.

The child rearing and socialization practiced by the Fore disinclined them to become rigidly attached to abstract concepts and engendered a cognitive mobility which facilitated rapid adaptation to changed conditions and new opportunities; but these practices made the Fore innovation-ready, not innovation-seeking.

Historical reconstruction, based on contemporary evidence, shows that adoption of the sweet potato as the dietary staple approximately a century ago set in motion a series of events which transformed the Fore institutions, economy, and natural surroundings. As the consequences of this act unfolded, the Fore moved to virgin lands, their population increased, the character of the living space they occupied was altered, and they were confronted with new kinds of social and political difficulties. Egalitarian social practices and free social segmentation became important factors in the Fore adaptation to these new challenges. Mobility and dispersal ensued, abetted by free segmentation and polylocality; increasingly informal socio-political groupings evolved. This indigenous cultural evolution was ultimately interrupted by the arrival of Western man, but it had laid the foundation for the dramatic cultural change which then followed.

This study has depended on extensive analysis of cinema records of child behavior in order to elucidate the patterns of child rearing and socialization characteristic of the Fore. It has been based on a research film methodology developed to make such analysis possible. Aerial and other photographs have also been studied and presented to reveal the effect of the Fore habitation and gardening practices on the ecological setting, and to reveal the socio-ecological situation on which the political and economic development depended. Deductions made from research cinema records of child behavior have shown the importance of the Fore child rearing and socialization practices to this development and in the moulding of Fore culture.

78. STUMPF, Margaret Katherine (Ed. D.). "Palauan Value Orientations and Education." Columbia University, 1970. 152 pp. Source: DAI, XXXI, 8A (February, 1971), 4047-A. XUM Order No. 71-5601.

A study of the value orientations of parents, teachers, students, and school drop-outs in the Palau Islands (a group of islands in the United States Trust Territory of the Pacific) was undertaken to note and describe the similarities and differences among these groups and to analyze these for the direction of change taking place. This was done to provide a basis for developing curriculum for the elementary school which would be congruent with the value orientations of the people in that culture.

The theory underlying this study is that of variations in value orientations which was developed by Florence Kluckhohn. This theory rests on the assumption that there are certain basic human problems for which all people at all times must find solutions. All societies adopt some value position with regard to man's relation to other men, to nature, to time, and to activity. While all cultures have the same range of alternate solutions to these problems, different cultures place different priorities on the various alternate solutions.

The schedule used to collect data on value orientations was a forced-choice questionnaire containing twenty-two items, each of which first delineated a type of life situation believed to be common to most rural societies and then posed alternatives of solutions for the problem which derived from and gave expression to theoretically postulated alternatives to four value orientations: man-nature, time, activity, and relational. This questionnaire was distributed among four groups--parents, teachers, students, and school drop-outs.

The data observed supported the theory of variations in value orientations and a wide range of variability was shown in the responses. However, in most instances, no strong dominant patterns emerged as they did in other cultures examined from the framework of this theory.

Inferences were drawn from the empirical data and related to the existing educational system. It was found that the present system of education, rooted as it is in American value orientations, seems to be in conflict with Palauan culture. Suggestions were made for the development of curriculum which would be more consistent with Palauan value orientations.

79. SUTTER, Frederic Koehler (Ph. D.). "Communal Versus Individual Socialization at Home and in School in Rural and Urban Western Samoa." University of Hawaii, 1980. Source: DAI, XLI, 12A, Part 1 (June, 1981), 5160-A.

Frederic Koehler Sutter

When cultural differences exist between students and their school, the educational process is often impeded. Children from traditional societies around the world have experienced difficulty in learning in introduced Western-oriented schools. The complex of problems emerging from the lack of fit between the culture of the community and that of the school is known as educational disjunction.

Previous research in Polynesia suggests that the inconsistency between a traditional communal social orientation on the one hand and an individually oriented, European-style school system on the other is a leading factor in educational disjunction. This study contrasts the socialization and initial school experience of children in a traditional group-oriented rural village with that of children in a relatively individualistically-oriented urban community in Western Samoa. Close and prolonged observation revealed that a communal-orientation was fostered in the rural village by specific socialization techniques; another set of socialization techniques was found to inculcate a relatively individual-orientation among urban children.

The educational system of Western Samoa is based on a European model which stresses individual performance and competition. It was hypothesized that the more communally-oriented rural children would experience more unproductive stress on attending school for the first time than would children from the more modern, individualistically-oriented urban village. It was further hypothesized that in both villages school attendance would be accompanied by an increase of individualistically-oriented behavior.

Each village was studied for a year. A census was made, a map drawn, and household value orientation data recorded. The children's performance on verbal and nonverbal tests administered prior to school entry and at intervals thereafter as well as the measurement of catacholimine levels in their urine were in agreement with extensive and detailed observations of their socialization and behavior. This is taken as indicating that the traditionally-oriented rural children experienced more unproductive stress. The hypothesis is thus supported.

T

80. TENNESSEN, Richard G. (Ed. D.). "Assignment of Decision-Making Authority in the Public Schools of Guam." Arizona State University, 1974. 165 pp. Source: DAI, XXXV, 7A (January, 1975), 4105-A. XUM Order No. 75-497.

Assignment of decision-making authority to various administrative levels was investigated in terms of the perceptions of three groups of practicing administrators within the public schools of the United States Territory of Guam.

The purposes of this study were:

1. To assess differences in expressed opinion of three groups of administrators regarding the preferred assignment of decision-making authority.
2. To identify specific types of decisions on which there were significant perceptual agreement or disagreement among the referent groups.

A corollary purpose was to make recommendations, based on a review of the literature and the findings of the study, concerning the assignment of decision-making authority to administrative levels.

A 60-item questionnaire was developed using a panel of experts. Following field testing, the instrument was mailed to all members of the Territorial Board of Education, the central office administrators of cabinet rank, and the principals of the Guam Public School System. Of the total population of 60, all members responded with 56 returns being usable. The level of significance was set at $p = .05$.

Significant differences were found among the three administrative groups when hypotheses were tested concerning the perceptions of preferred assignment of decision-making authority for: all decisions; unitary managerial decisions; multiple managerial decisions; unitary instructional decisions; all managerial decisions; and all instructional decisions. No significant difference was found among the three administrative groups when assignment of decision-making authority for multiple instructional decisions was considered.

The null hypothesis concerning the perception of the principals' role as being instructional or managerial was not rejected as no significant difference was found among the three referent groups.

No significant difference was found in the perceptions of administrators within the factor of age of respondent. Significant differences were found, however, within the factors of sex, highest degree held, and length of service at present level of administration.

Implications for administrators based on a review of the literature included:

1. Recognition of the importance of decision-making to administration.

2. Consideration of the legal limitations on delegation of authority.

3. Definition of roles of all groups.

4. Assignment of primary responsibility to operate the school to the principal.

5. Recognition that students and teachers also have a legitimate role to play in the decision-making process.

Recommendations for the public schools of Guam included:

1. Recognizing the extreme differences which exist among the referent groups.

2. Formulating a plan to reduce or eliminate the differences of perception concerning assignment of decision-making authority.

3. Charting the decision-making structure of the school system beginning with broad classifications of decisions.

4. Utilizing the results of the studies by individual administrators to consider the implications of the differences in perception.

81. TIERNEY, Michael Philip (Ph. D.). "Waicoba: Education and Social Change in Rural Fiji." University of California, Berkeley, 1980. 192 pp. Source: DAI, XLI, 7A (January, 1981), 3041-A. XUM Order No. 8029613.

In this research the educational system of the rural Fijian village of Waicoba was investigated within a context of social change. Four objectives gave direction to this study.

1. Examination of traditional and modern roles in the community.

2. Description of education's role in preparing and certifying individuals for community roles.

3. Delineation of the ways village students viewed their education in terms of its effect upon their future.

4. Ascertainment of the community's awareness of education's beneficial and detrimental effects.

Various anthropological research methods were utilized, including formal and informal interviews, analysis of school and community records, a questionnaire, and participant observation. Background for the field work was provided during the researcher's residence in the village as a school teacher in 1968 and 1969, and during his visits to the village in 1974 and 1975. The field work was completed in 1979.

Within the past twenty years education became firmly institutionalized, and the community schools enjoyed widespread local support. By attending Waicoba District School and the Junior Secondary School, individuals learned a number of skills, adopted new attitudes, and found social and economic opportunities. Partly as a result of education, villagers lived a more comfortable life, were more aware of national and international events, and had more options for social mobility. The institutionalization of formal education was not accomplished without problems, however; individuals were confronted with stress to a degree unknown before, social inequities increased, and educational inflation resulted in dashed expectations.

The notion of compartmentalization helps explain the continued popularity of education despite its detrimental effects. Individuals performed on a number of stages, some of which were related to education and some of which were not. Schooling helped prepare an individual for certain jobs, increased his prestige, and widened his social vision; but it did not affect a person's traditional social standing, did little to change interpersonal relationships, and was unrelated to the daily life of the village. Furthermore, such segmentation seemed to increase as Waicoba became more "modern."

In this research three aspects of education's role in the community of Waicoba were identified:

1. Education provided skills and instilled attitudes which benefitted community life.
2. Education was not established in the community without economic and social costs.
3. Education was not a universal panacea to community problems, nor did it affect all aspects of community life.

82. TROTTA, John Patrick (Ph. D.). "An Exploratory Study of a Performance-Based Teacher Education Program in a Cross-Cultural Community College Setting: Competencies for Ethnic Minority Teacher Aides." University of Oregon, 1974. 174 pp. Source: DAI, XXXV, 8A (February, 1975), 5205-A. XUM Order No. 75-3926.

Ethnic minorities, namely Native Americans and Mexican Americans, in the United States of America, have increasingly demonstrated their assertiveness regarding the kinds of social, economic, and educational programs in which they expect to become more equitably involved and represented. A teacher education model for preparing culturally different persons was considered a practical need of those ethnic minorities. The two-year performance-based teacher education program at the Community College of Micronesia was selected for investigation. Its students approximated the socio-economic and educational characteristics of Native Americans and Mexican Americans.

Students at the College were from families where the average number of children was six per family. Data regarding the scholastic level of the student teachers were the following. Scores on the California Achievement Test in reading ranged from grade 5.0 to grade 10.2; in arithmetic the scores ranged from grade 2.7 to grade 12.8. Scores on the LADO Test of Aural Comprehension ranged from the 67th percentile to the 97th percentile. Lastly, scores on the Michigan Test of English Language Proficiency (MTELP) ranged from the 35th percentile to the 77th percentile.

Two concerns guided the exploratory study.

a. To examine a two-year community college teacher education program wherein individuals with low academic entry skill levels, who represented eight culturally and linguistically different groups of a society, were prepared to assume teaching responsibilities in the elementary schools for their respective groups.

b. To survey the importance (relevancy) of a two-year community college teacher education program as perceived by the student teachers, the products of the program, their respective cooperating teachers, and the supervisors of the student teacher-cooperating teacher teams.

Ninety-eight objectives or competencies of the performance-based teacher education program were evaluated by the respondents. The objectives were grouped into seven competency clusters: planning skills, diagnostic skills, remediation skills, presentation skills, reinforcement skills, management skills, and interpersonal relations skills. The researcher personally surveyed 102 respondents: 48 student teachers, 47 cooperating teachers, and seven supervisors, in their indigenous districts of Micronesia after completion of the student teaching requirement, during the weeks of June 23, 1973 to August 3, 1973. Two questionnaires, using fixed-alternative formats, were employed as data collecting devices.

The intent of the study was twofold:

a. To determine the effectiveness of the two-year performance-based teacher education program as perceived by the participants of that program;

b. To provide data to individuals interested in pursuing the planning, development and implementation of a performance-based teacher aide program for ethnic minority teacher aides in the United States. Descriptive statistics were used for the data.

Micronesian student teachers indicated that 92 competencies were important to them during their student teaching experience. Those skills were believed to have been used by the student teachers from 60 percent to 100 percent of the time they had opportunities to use the competencies. Skills considered most important by the student teachers were as follows: three interpersonal relations skills, showing enthusiasm for teaching, being patient with children, and showing respect for individuals and their opinions; and two planning skills, recognizing and writing objectives stating an observable student behavior and evaluating the outcome of objectives.

Micronesian cooperating teachers identified 91 competencies that were adequately demonstrated by the student teachers. Skills considered by the cooperating teachers as most adequately performed by the student teachers were the following: three management skills, taking attendance, passing out papers, and procedures for leaving the classroom; one planning skill, writing a unit plan including an overview of the plan; and the teaching of English as a second language.

Micronesian supervisors pointed out 95 competencies that were adequately demonstrated by the student teachers. The skills identified by the supervisors as most adequately performed by the student teachers were the following: three planning skills, writing a unit plan including an overview of the plan, behaviorally stated objectives, and a content outline of the plan; one management skill, taking attendance; and one reinforcement skill, providing interest centers for the students.

V

83. VINSON, Gerald Edward (Ed. D.). "An Analysis and Revision of the Driver's Guide for the Government of American Samoa." Texas A & M University, 1979. 194 pp. Source: DAI, XL, 3A (September, 1979), 1716-A-1717-A. XUM Order No. 7919125.

Recent improvements in the economy of the U. S. Territory of American Samoa have made possible the purchase of many automobiles and have created a dramatic increase in the number of drivers. During the six years from 1970 to 1976, automobile registration on the small, mountainous island increased 96% from 2,130 to 4,182 vehicles. All of these vehicles are restricted to sharing approximately 82 miles of roads.

Unfortunately, the police traffic enforcement, highway engineering, driver education, and driver licensing practices have had a difficult time staying abreast of the needs of the growing driver population. The rate of traffic citations issued and the rate of traffic deaths are about four times higher than the U. S. average.

The purpose of this study was to enhance the driver licensing and driver education programs through an analysis and revision of the American Samoa *Driver's Guide*. This 16-page guide, which was the only source of safe driver information for most drivers in the territory, was found to be deficient in terms of providing locally relevant safe driving information.

A revision was created for the local driving population through a design involving:

1. A comparison with a sample of six U. S. driver handbooks.
2. A review of the 6,755 traffic citations issued in the territory during 1976.
3. A rating of critical topics by an advisory panel of six local traffic safety authorities.

4. A trial use of the revision by more than 100 adult and high school driver education students.

The material included in the revised handbook was selected by virtue of being used by at least half of the U. S. sample handbooks and by being listed as instructional objectives in the HumRRO Driver Education Task Analysis. The review of traffic citations was not considered useful, since it did not appear to demonstrate a direct relationship to safe driver knowledge deficiency, but rather an indication of enforcement emphasis and driver attitudes.

Guidance from a local advisory panel and conferences with driver education instructors using the new revision insured that the validated material was presented in a logical order, properly illustrated, in a simple format, and at an appropriate reading level for the target population. Three revisions were completed during the 10-month trial period from September, 1977, to June, 1978. Revisions reflected the suggestions of the advisory panel and driver education instructors.

Final approval of the revised handbook was received and the contract awarded to a Hawaii publishing company to print the first 10,000 copies. The finished copies of the American Samoa Driver Handbook will be issued to all vehicle owners as they register their vehicles in 1979 and will be distributed by the Office of Motor Vehicles to persons studying for their driver license test. The handbook will also be provided as a required text for all driver education and driver improvement courses offered in the territory.

W

84. WALKER, Anne Shirley (Ph. D.). "Study of Relationships Between Mass Media, Community Involvement and Politi-

cal Participation in Fiji." Indiana University, 1976.
355 pp. Source: DAI, XXXVII, 8A (February, 1977),
4680-A-4681-A. XUM Order No. 77-1974

The area of communication and change in developing countries, and in particular, the role of the mass media in the process of social change, has attracted many writers and researchers. Third World authorities have often expressed concern at the long-term effects of media projects on the social and cultural life of the people.

This study reports the findings of a survey conducted in Fiji, an independent nation in the South Pacific. The purpose was to explore the use of the mass media, as well as the extent of involvement and interest in community and political activities, in urban, newly-urban and rural areas. The main survey instrument was an instrument schedule developed, pilot-tested and implemented with the assistance of 8 bilingual interviewers in Fiji. A total of 162 respondents were interviewed, composed of 54 people from each of the three geographic areas.

The Statistical Package for the Social Sciences (SPSS) computer program was used to obtain frequencies, crosstabulations of all variables with geographic area, and chi-square readings. Results were further summarized by the construction of indices for:

1. Media usage.
2. Migration.
3. Community involvement.
4. Political efficacy.
5. Political knowledge.
6. Political interest.

The index of media usage was crosstabulated with each of the other indices.

Major findings were related to the differences between geographical areas. Urban and newly urban people were found to be high in overall media usage and political knowledge, but low in community, political, and media participation. (Media participation was defined as being the involvement of people in the content of media programs.) Urban and newly urban people showed a clear preference for entertainment radio programs. On the other hand, rural people were low in overall media usage and political knowledge, but high in radio usage, community, political, and media participation. Rural people showed a clear preference for cultural, educational, and news and current affairs radio programs

Other findings related to the role of the mass media in migration, feelings of "restlessness" in the three geographic areas, and the development of general opinions and attitudes. Evidence suggested that the more settled members of the population made more frequent use of the three types of mass media. This would seem to dispute the theory that mass media usage encourages migration. The highest degree of "restlessness" was observed in the newly urban area, where many people wanted to move, and almost everyone expressed a desire for something they didn't have.

In conclusion, the study revealed that the higher media usage found in urban and newly urban areas of Fiji did not tend to raise participation in any other sector of the social system. The people from the rural area, who had access only to radio, and not to newspapers or films, were the most highly involved in community, political, and media activities. They seemed to have made radio a part of their environment, using it as a source of information and cultural stimulation. There are many implications in these findings for people involved in the planning and development of non-formal education programs; in particular, for programs designed and implemented by people who live in rural areas. Decentralized radio networks would seem most desirable.

85. WEAR, Robert Edward (Ph. D.). "Physical Fitness and Performance of a Medically Healthy Group of Adult Males of Mongoloid and Melanesian Racial Ancestry." University of Michigan, 1955. 195 pp. Source: DAI, XV, 7 (September, 1955), 1548. XUM Order No. 12,665.

The purpose of this study is to investigate the physical condition and ability of 471 Mongoloids and 62 Melanesians through the use of physical fitness test and measurements.

Two major groups are considered. The first group is composed of 471 adult males ranging in age from seventeen to fifty-six years. The best descriptive phrase to use for the population from which this group is derived appears to be the racial designation of "small mongoloid racial type" as used by Physical Anthropologists.

The second group numbers 62 adult males and may be classified as Melanesian in the ethnic sense of the worl. Racially they are mixtures in varying degrees of Small-Mongoloid, Negrito-Papuan, and Mediterranean-White racial stocks.

There is no way to determine precisely that these groups are random or representative samples of the populations from which they are derived. All people were medically screened and may be described as healthy, free of defect or handicap and adequately nourished.

The data consist of age, the measures standing height and weight, and physical performance tests for the following items: pull-ups, standing broad jump, squat thrusts, sit-ups, sixty-yard dash, 300-yard shuttle run, push-ups, vertical jump, and squat jumps.

This evidence was obtained on 533 adult males residing in the geographic regions of Eastern Asia and Melanesia for pretests and upon 290 men for post-tests. After medical screening and preliminary orientation, the pretest was administered. The groups were then given a reaction and conditioning program which was followed by post-tests.

The data were statistically reduced in terms of class and group to the following generalizations: the number, range, mean = standard error, the standard deviation, and the range of the distribution of one standard deviation on either side of the mean. All mean differences by class and by group were taken and the significance of these differences was computed using the standard error of difference of two means technique. Analysis of these results indicates that there are significant differences between classes within groups at both pretest and post-test levels. There are more significant differences between groups at both pretest and post-test than there are between classes within groups. It is noticed that the conditioning program produces significant differences between pretest and post-test periods in all events except the sixty-yard dash and the 300-yard shuttle run. These findings show that the conditioning program was effective.

An analysis of photographs taken of 175 Mongoloids according to the Sheldon system of somatotyping indicated that only one somatotype-252-was identifiable and that the main differences were variations in the amount of muscle tissue in the same general physical type. This group may be classified as well muscled.

The Mongoloid population was regrouped according to age levels and analysis shows that the differences between each age group relative to performance were highly significant at pretest and post-test and for pretest and post-test differences.

According to the comparative standards of physical fitness as indicated by the United States Army, the United States Office of Education, and the United States Navy standards of appraisal, it may be concluded that the general level of physical condition for both Mongoloid and Melanesian groups was low at pretest, had improved at the post-test level, but was still somewhat deficient. Especially noticeable is the low standard of performance and inability to improve in the running events and the good comparative scores achieved by the Asiatics in the squat thrusts, push-ups, and squat jumpts.

86. WENDT, Felix Schluter (Ph. D.). "A Strategy For the Development of Pretertiary Level Agricultural Education in Western Samoa." Cornell University, 1974. 230 pp. Source: DAI, XXXV, 2A (August, 1974), 692-A-693-A. XUM Order No. 74-17,692.

Problem

Western Samoa, a small developing country in the South Pacific, is primarily dependent on agriculture for its social and economic well-being. There is urgent need to develop programs of education and training in agriculture, especially for youth of high school age and for adults active in agriculture. The major purpose of the study was to determine the nature of such agricultural education and to develop a plan for its organization.

Method

In the development of a system of agricultural education the basic decisions to be resolved were those related to the issues of: purpose, clientele, types of programs, program objectives and curricula, practical experience training, teacher training, and national policy. Four principal procedures were used to obtain the necessary data and information:

a. A comprehensive examination of agricultural education in several selected countries was undertaken to identify the main alternative solutions to each decision and the factors to be considered in planning a program of agricultural education in a developing country.

b. The assistance of a panel of six members, representing the power-structure (executive level decision-makers) in Western Samoa was solicited to identify those factors considered relevant to the planning of a program for the country.

c. A review of pertinent official reports and documents in Western Samoa.

d. Interviewing selected respondents; i.e., 225 educators, 25 church ministers, 17 representatives of business, private organizations, and the National Women's Council, 435 farmers, 1806 students in grade eight, 1226 students in grade ten, and 869 students in grades 11 and 12. Survey schedules were prepared for each group, and after field testing and revision, were administered to the respective respondents by the interview method.

In general, the data collected related to: the importance of agriculture in the social and economic life of the country; goals and priorities of national development plans; the employment situation; the school system; numbers and placement of school leavers; the age youth started fulltime farming; income from agriculture; attitudes toward agricultural education; the available agricultural services; distribution and concentration of the agricultural population; the principal agricultural enterprises; the farming calendar; education legislation; costs of programs; and the availability of resources.

Findings

The findings of the study indicated that in the development of agricultural education in Western Samoa, the basic decisions should emphasize:

a. Occupational training in agriculture--the development of competencies in the kinds of knowledge, abilities, and skills that would better prepare a person for a life of productive activity.

b. A clientele comprised of youth, both in and out of school, over 13 years of age, and adults active in agriculture.

c. Offering occupational education in agriculture in the junior high schools--both in-school (formal) programs in grades eight through ten, and out-of-school (nonformal) programs for out-of-school youth and adults.

d. Program objectives and curricula based on occupational training in agriculture; the specific knowledge, abilities, and skills required for the main agricultural enterprises; the kinds of knowledge, abilities, and skills identified by the community as being necessary for a life of productive activity in Western Samoa; and the clientele identified earlier.

e. Practical experience training that centered on supervised experience at the student's home farm and or on the school farm.

f. The training of graduates of the agricultural college to be teachers of agriculture.

g. National policy which included specific legislation on agricultural education, provided adequate resources, established a national coordinating body for agricultural education to bring together specialists in agriculture and education under the minister for education, and authorized the training of teachers and curriculum development.

87. WOOD, John Leslie Stansfield (Ed. D.). "Education Policy in British South Pacific Islands: A Comparative Survey of Education Policy in Fiji, Western Samoa, and Papua-New Guinea." University of California, Los Angeles, 1964. 361 pp. Source: DAI, XXV, 4 (October, 1964), 2330. XUM Order No. 64-10,479.

For many years governments and voluntary agencies in the Western world have been interested in promoting the civilization and education of primitive peoples. The British have been prominent in this field of endeavor in many climes. In the South Pacific Ocean the three largest territories which have benefited from such endeavor by sovereign nations of the British Commonwealth are Fiji, a Crown Colony, Western Samoa, a New Zealand Trust Territory, now independent; and Papua-New Guinea, an Australian administrative union.

The Problem

The operation of national systems of education in economically under-developed territories is an undertaking that calls for unstinted expenditure of ingenuity, manpower, and funds. Since Fiji, Western Samoa, and Papua-New Guinea possess creditable systems of education, one of the problems for the research of which this dissertation is the result was an investigation of the motives of the educational agencies responsible for these systems. Another was to trace the development of the systems from their beginning as adjuncts of Christian missions to their present status as Departments of Government. A third was to determine the aspects of education upon which policies have been formulated for the practice of education in these island dependencies.

Method and Procedure

Relevant literature of various types was investigated for evidence that would provide answers to the questions raised by the problem. This included works on British colonial education policy in general and on the Pacific area in particular; historical records of Government and mission organizations; reports of Government Departments of Education, Education Commissions, United Nations Visiting Missions, and individual investigators. From the study of this material which was far more plentiful than anticipated, certain significant trends in education policy became obvious. The ramifications of these trends with respect to the factors that produced them and the policies that emerged from them were analyzed and classified comparatively in relation to each territory.

Findings

The findings of the research reveal that the British Commonwealth manifests a changing, albeit a paternal attitude toward its dependent territories which includes the education of the indigenes. Educational policies have been formulated in Fiji, Western Samoa, and Papua-New Guinea, which, though British in design, are local or metropolitan in structure. These policies deal with such essentials as objectives, administration, finance, recruitment of teachers, curricula, language media, and religious education. In their formulation, education commissions and education experts from different parts of the British Commonwealth have made creditable contributions. Education policy in the British South Pacific Islands aims at the guidance of the territories to ultimate responsible self-government and a fair standard of living for their inhabitants.

Y

88. YAMASHITA, Lorraine Constance (Ed. D.). "Student Profiles and Factors Affecting Student Attrition and Persistence at the University of Guam." Western Michigan University, 1977. 130 pp. Source: DAI, XXXVIII, 11A (May, 1978), 6550-A. XUM Order No. 7806164.

Lorraine Constance Yamashita

The purposes of this study were to delineate several dimensions of the attrition problem at the University of Guam, to identify factors which were potentially contributory to the attrition problem and to provide information which could be used as a basis for institutional direction and planning.

The subproblems were addressed in the study. The first subproblem was to develop a student profile, both academic and demographic, of those who withdrew and those who persisted. The second subproblem was to obtain and evaluate student views on attrition.

Two hypotheses were posited. The first hypothesis was that students who left the University and those who persisted had different academic and demographic profiles. The second hypothesis was that attritors and persisters held different views and reasons for attriting and persisting in college.

Data were obtained by use of the interview method. Included in the research population were all new, non-transfer freshmen at the University of Guam during the years 1971 through 1975. A seven percent stratified random sample was drawn for interview.

The following conclusions were drawn:

1. The attritors and persisters were quite different from one another in their profiles and in their perceptions regarding college. Persisting students had better grades from high schools and during college, and had smaller families and less number of family members in college. They were more stable in their marital status and were generally the recipients of some financial aid. Their parents had more college education.

2. The attritors cited institutional flaws as foremost reasons for leaving the University. Such reasons included inadequate student services, inadequate curriculum, too much freedom, and degree of contact with faculty. The second major reasons reported were economic in nature. These reasons related to finding jobs to pay for college expenses, meeting college cost, and finding jobs to help meet personal expenses.

3. Persisters reported as most important to persistence such factors as perception of self, personal commitment, and character of the institution.

Recommendations for increasing persistence at the University of Guam include continuous monitoring and investigation of attrition, improvements in student personnel services, first semester orientation programs, examination of the freshman curriculum and increased student-faculty contact.

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